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ABSTRACT

Using instructional system design, a learning activity was developed to teach students how to use the writing process to write a persuasive essay. The 20 students involved in the development of the activity attended East Meadow High School in Nassau County, New York, scored low on a standardized test of writing, were enrolled in an "Introduction to Occupations" course, and did not plan to attend college. The instructional unit was designed to take nine 40-minute sessions. The lessons and activities on persuasive writing included a pretest, brainstorming activity, first draft, revision, editing, and a posttest. Evaluation of the learning activity indicated that: (1) students seemed to enjoy the activity; (2) although the posttest scores were lower than expected, all of the students showed a significant increase in score; and (3) all students failed the pretest, yet 90% passed the posttest. (Eleven tables and three figures of data are included; the survey instruments, a task analysis, an outline of group and sequence objectives, evaluation instruments, lesson plans, and a guideline checklist are attached.) (RS)

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The Faculty of the
School of Media and Arts
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accepts the
Thesis/Project

# A LEARNING ACTIVITY FOR SECONDARY LEVEL STUDENTS IN AN INTRODUCTION TO OCCUPATIONS CLASS IN IMPROVING WRITTEN COMMUNICATION

This project was conducted using the principles and techniques of instructional system design (ISD). The document is a report of the designer's plans and experiences in carrying out the design, development, implementation, and evaluation of the project. A plan, budget, analysis of findings, and recommendations are included.

written by

Linda Moerler-Lynch

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Master of Science

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Dr. Angus Reynolds
Associate Dean, Graduate Programs
in Training and Learning Technology
June 2, 1991

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# A LEARNING ACTIVITY FOR SECONDARY LEVEL STUDENTS IN AN INTRODUCTION TO OCCUPATIONS CLASS IN IMPROVING WRITTEN COMMUNICATION

by

LINDA MARIE MOERLER-LYNCH

B.S., 1988, New York Institute of Technology

A THESIS/PROJECT

submitted to The Faculty of the

School of Media and Arts

of

NEW YORK INSTITURE OF TECHNOLOGY

in partial satisfaction of the requirements for the degree of

MASTER OF SCIENCE

in

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# CHAPTER 1

# INTRODUCTION

## Overview

In 1984 a blue ribbon panel studied the current condition of schools in America. The panel produced a report titled A Nation at Risk. The report stated that the status of education was "a rising tide of mediocrity" that threatened our existence as a nation. Among the problems cited in the report was the lack of basic skills that have been mastered by our nation's graduates. In addition to the basics, the students of tomorrow's workplace will need to be problem solvers, decision makers, and life long learners.

A more recent study titled Workplace Basics (January, 1986) echoed the findings of the aforementioned study. The consistent findings of these two reports are the need to develop basic skills in the areas of computation, reading, and writing. In response to this problem, New York state has mandated a written competency test that must be passed by all students prior to high school graduation. This project concerns itself with the critical skill of written communication and curriculum development that addresses the needs identified as lacking in the literature. This project attempts to improve critical thinking and creative writing skills.

New York State Department of Education has recently altered several secondary curriculums to include more writing activities. The Report of the Anderson Committee, (January, 1990) suggested that the following writing strategies be incorporated within the school curriculum:

1. apply rules of grammar, spelling, and punctuation

2. write legibly
3. take notes and develop outlines
4. organize information into logical paragraphs
5. compose letters, reports, and memoranda
6. proofread and edit material
7. locate sources of information
8. reference sources correctly
9. draft a project proposal

Because of this and the aforementioned factors, the need to identify those students who have a problem with written communication skills becomes even more crucial. It is not only necessary to identify those students who lack sufficient writing skills, but it is also important to provide instruction that will improve their skills.

## Background

The setting for this project is East Meadow High School, located in Nassau County. East Meadow High School has delivered popular business education programs for many years. The target population consists of students who are presently taking Introductions to Occupations with grade levels ranging from ninth through twelfth. The designer selected these children because the business department has set goals to improve written communication skills for those students who are taking business courses. According to the Statistical Profile of Public School Districts - A Report to the Governor and the Legislature on the Educational Status of the State's schools, East Meadow has a student population of about 7,073. The percentage of students who attend college after completing their senior year is approximately 73 percent.

This means that 27 percent of the graduates enter the work force without a higher education.

Although the school's graduates have been successfully placed in the job market upon graduation, recent employee surveys have indicated that Long Island graduates are deficient in communication skills. The following quote appeared in the February 9, 1990 issue of the Wall street Journal, "Businesses try to teach their workers the three R's, since schools have failed to do so." This indicates that changes within the school curriculum are necessary if we want our students to be prepared when entering the business world. It is clear that students graduated from the East Meadow Business program have obtained the necessary vocational skills to be successful in the work place; however, businesses require workers that have a level of communication skills above the current status.

The idea of designing such a training program was developed through discussion with employers, past graduates, and colleagues. After speaking with these people, it was evident that something must be done to improve the written communication skills of high school graduates. Employers were extremely concerned about the problem. They felt that too many employees were entering the workforce without the skills needed to be successful, especially writing skills. Writing is a skill not only used by white collar workers, but also almost every other occupation. Learning how to write, through the use of the writing process, is not only helpful when writing a persuasive essay, but also when writing letters, memos, and essays, which are required to be completed in many occupations on a daily basis.

The project addresses the improvement of communication skills of those business education students who are entering the job market upon graduation (A high percentage of these students are currently taking Introduction to Occupations). It develops a plan and associated curriculum modules that will infuse written communication skills into the business education program.

## Statement of the Problem

The designer noticed that there was a lack of effective written communication skills in the business education program. The target population, which are students enrolled in Introduction to Occupations, contains a large number of students who are not planning on pursuing their education after high school. These students demonstrated weak communication skills. In a regular class setting, the students were not often asked to communicate their answers, opinions, or ideas through written communication.

In order to become an employable person in today's job market it is essential to have good communication skills. The Wall Street Journal (February 9, 1990) reported that employers are finding that many high school graduates can't read, write, or even fill out the simple forms necessary to get a job. One recent survey of Fortune 500 companies found that 58% complained of having trouble finding employees with basic skills such as reading, writing, and arithmetic. Employers now require all applicants to write an essay prior to being interviewed.

The writing process and writing activities were developed to assist the classroom teacher when trying to enhance students writing. The target population will benefit from these materials

that were designed specifically for them. When implemented and practiced, students will feel more confident and will become better writers. Therefore, by achieving this goal the students will be more qualified when entering the business world.

## Purpose of the Project

The purpose of this project is to improve written communication skills of those business education students who will enter the job market upon graduation. At the end of the project, students will be able to write a persuasive essay that will include a main argument with supporting details. The specific actions that will be addressed are: brainstorming, writing an outline, developing a first draft, making revisions, and producing a final copy of a persuasive essay. Effective writing will be addressed by teaching the writing process. The students will be required to write a persuasive essay. The anticipated outcomes will result in mastery of the writing process in order to make the learner feel more confident about their writing skills. The design, development, and implementation of the project is geared towards individual needs.

These students have been identified as weak writers based on the Writing Competency Test given by The New York State Education Department.

## Definition of Terms

1.New York State Writing Competency Test - The exam given by the New York State Education Department to determine writing competency for high school graduates. This exam consists of a business letter, a report, and a persuasive composition.

2.Writing skills - those skills measured by the New York State Regents Competency Exam in Writing.

3.Business Education Students - For the purpose of this study, those students who are enrolled in Introduction to Occupations.

4.Dropout Rate- The number of dropouts, between July 1, 1987 and June 30, 1988, divided by the grades 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12. A dropout is defined as any pupil who left school prior to graduation for any reason except death and did not enter another school or high school equivalency preparation program.

5.Percent to College - The number of 1987-88 high school graduates entering 4-year, 2-year, or other postsecondary institutions, as reported by school principals in the fall of 1988, divided by total high school graduates.

## Assumptions

1.That based on previous experience, the students enrolled in Introduction to Occupations go directly into the work force upon graduation.

2.That students are not receiving a sufficient amount of written communication instruction within the curriculum of the Introduction to Occupations course.

## Limitations

1.That the instruction module developed in this project is designed for those students in the East Meadow Introduction to Occupation class. The instructional module may not be suitable for

use in other type organizations, circumstances, times or countries without appropriate modifications.

## Method and Procedures

The method used to develop the learning activity packet is based upon instructional systems design, using step by step lessons. The performance objectives are as follows: 1) Motivate - explain the importance of being able to write well; 2) Inform learners of objectives - the instructor will give the students a topic to write about; 3) Elicit ideas and viewpoints about the topic - brainstorm ideas; 4) Write outline - include introduction, explanation, supporting statements, and a concluding paragraph; 5) Begin actual writing; 6) Hand in for feedback; 7) Revise final copy; 8) Edit/Publishing - students will revise and correct mechanical errors.

### Analysis

The origination of this training program was through discussions with employers and colleagues. The students enrolled in Introduction to Occupations were selected as the target population because a high percentage of them scored low on the Writing Competency Test and they tend to go directly into the workforce upon graduation. A questionnaire was administered to the target population in order to analyze the needs and abilities of the learners

The procedure used was instructional systems design which aids the designer in a breakdown approach to the development of instructional material. Students will use the Apple IIGS computer and Appleworks Word processing program for all of their written communication. The utilization of the writing process will be the means of teaching writing with this group.

**Design**

There were several steps in the design stage. A pretest to diagnose the students competency before exposure to the curriculum was designed. Those students who demonstrate competency based on the pretest were not to be involved in the project. The post test was written to determine improvement in written communication.

**Development**

The curriculum project was written to address the development of written communication skills in the areas of persuasive essay writing. The methods that were used were: lecture, brainstorming, and oral questioning. The media that was used throughout the training program was printed material, chalkboard, and the computer. These printed materials included motivational information, pretest, writing topics, post test, and evaluation material.

**Implementation**

Prior to the implementation of the field trial, there were two points of evaluation which enabled the researcher to modify and amend the procedures. At the first step, one-on-one evaluation, the instructor noted that motivation was lacking. The motivational aspect was modified prior to implementation. The project was then implemented by testing the entire student population in the Introduction to Occupation Course and by forming small groups of those students whose test scores are below average in written communication. Twenty students were selected for the target population. The materials used were revised prior to implementing the training program on the target population. These materials include pretest, post test, motivational article, and evaluation material.

The students received the curriculum developed by the designer in an attempt to improve their written communication skills.

**Evaluation**

The use of evaluation was performed during and after the training program. The formative evaluation consists of three one-on-one trials, a small group trial, and a field trial. Materials were modified. The summative evaluation was based on the learning activity after the lesson was revised. Kirkpatrick's (1987) four levels of evaluation were addressed. Surveys and questionnaires were developed for each level including: reaction (course evaluation); learning (pretest, post test); behavior (questionnaire on utilization of materials); results (a hypothetical results questionnaire was created but not implemented to the target population). The project was evaluated based upon the results of the post test that was given to the students after their exposure to this project. The results were compared to the results given prior to the exposure to the curriculum.

## Summary

Communication skills are a vital asset that every individual should possess. Without efficient writing skills, students will have a hard time finding employment upon graduation. Nearly all occupations require some type of writing. By improving writing skills, students become more confident and have greater opportunities for better employment.

A project that was directed towards the improvement of written communication skills of those students who are work bound upon graduating from the East Meadow High School Business program was

developed. The curriculum project focused on the utilization of writing instruction with the computer and word processing as the means of input.

# CHAPTER 2

## ANALYSIS

### Introduction

There are three steps involved in the analysis stage. The purpose of the analysis stage is to generate a response from human resources. Through the analysis phase of developing a training program, the designer gains perception of what needs to be covered in the training program. The three steps are: needs analysis, job analysis, and task analysis.

The first step, needs analysis, requires the instructor to ask questions to determine whether or not there is a need for instruction in writing. The following questions will be addressed in this section: Is there an instructional need? Can this need be met through instruction using appropriately chosen learning materials? Will teaching the writing process enhance students writing?

A job analysis is the next step to be conducted. In the job analysis stage, the instructor uses the instructional and feedback materials that are presently being used to teach the students how to write. The instructional need is then determined and broken down into a list of tasks. In this project the designer used a step by step writing process and questionnaires for feedback.

The third step, task analysis, requires the designer to choose the tasks which are needed for instruction. Each task is broken into a series of steps that will complete the task. These items outlined above will be explored in detail in the following pages.

## Needs Analysis

A needs analysis must first be conducted to make sure that there is a need for instruction. See Appendix A. In order to determine the instructional need several steps were taken.

Interviewing the target population, former graduates, and potential employers were the first steps taken by the instructor. The need for training was established and substantiated by the designer.

During the interviews the students displayed a lack of confidence in their writing ability, and were concerned about the lack of class time spent improving their writing skills. The employers were greatly concerned about the current curriculum on writing. "Schools are producing students who lack the skills that businesses so desperately need to compete in today's global economy. One of the most important skills that high school graduates lack is the ability to communicate through writing. While debate rages about how change should come, almost everybody agrees that something has to be done, and quickly." (Charlier, 1990) At the present time, the Introduction to Occupations curriculum contains very few lessons which require the students to express their ideas, opinions, or answers through writing.

## Job Task Analysis

The next step was to conduct the task analysis of the instructional program. Four main tasks were identified as requiring instruction. The tasks were broken down based on the order of the writing process. After the five tasks were arranged, the steps required for completion of each of the tasks were identified. See Appendix B.

**Target Population Analysis**

The target population was twenty high school students in the East Meadow High School, East Meadow, New York. They were enrolled in Introduction to Occupations, a business course offered to high school students that can be used in a business sequence. Students graduating high school are required to complete various combinations of sequences. Introduction to Occupations can be used with two other business classes to complete a sequence for graduation. The average age of the target population was seventeen. Ninty percent of the students can be classified as white, middle class. Ten percent of the population were black or hispanic

The group of eighteen learners contained 7 average students, and 13 below average students. Their choice of occupations ranged from administrative assistant to lawyer. The results of the attitude questionnaire showed that all students expressed a desire to take instruction. The questionnaire also indicated that the majority of students were not planning on attending a four year college. A survey was administered to the target population in order to learn what knowledge and prerequisite skills the students possessed. A sample of this survey appears in Appendix C.

Following is a Table that provides additional information on each person in the target population surveyed. The information includes the students' grade level, sex, and writing level and whether or not the learner possessed the prerequisite skills. Table two summarizes the target population.

**Organizational Constraints**

The district was very cooperative and no constraints were placed on the designer.

Table 1

Student Information

| Student | Sex | Grade | Writing Level | Skills |
|---|---|---|---|---|
| 1 | Female | 9 | Average | Y |
| 2 | Male | 10 | Below Average | N |
| 3 | Female | 11 | Below Average | Y |
| 4 | Female | 11 | Below Average | Y |
| 5 | Male | 11 | Below Average | N |
| 6 | Male | 12 | Below Average | Y |
| 7 | Female | 10 | Average | Y |
| 8 | Female | 10 | Average | Y |
| 9 | Male | 9 | Average | Y |
| 10 | Male | 12 | Below Average | Y |
| 11 | Female | 12 | Below Average | Y |
| 12 | Female | 12 | Below Average | Y |
| 13 | Male | 12 | Below Average | Y |
| 14 | Male | 12 | Below Average | Y |
| 15 | Female | 11 | Average | Y |
| 16 | Male | 12 | Below Average | Y |
| 17 | Female | 9 | Average | Y |
| 18 | Male | 12 | Below Average | Y |
| 19 | Male | 12 | Below Average | Y |
| 20 | Female | 11 | Average | Y |

Table 2

Target Population Summarized in Chart Format

| | Students | Percent |
|---|---|---|
| Number of Students | 20 | 100 |
| Number representing 12th grade | 9 | 49 |
| Number representing 11th grade | 5 | 25 |
| Number representing 10th grade | 3 | 13 |
| Number representing 9th grade | 3 | 13 |
| Number planning on attending a four year college | 0 | 0 |
| Number of average students | 6 | 28 |
| Number of below average students | 14 | 72 |

**Instructructional Goal**

Upon completing lessons and activities on the writing process, students will be able to write an effective persuasive essay. The

students will be required to complete a prewriting exercise, write a first draft, make revisions, and edit a final copy. Evaluation of the essays will be based on spelling, grammar, supporting statements, number of words, set up (introduction, body, and conclusion), and overall effectiveness.

## Literature, Existing Course, and Material Review

### Related Theory

The final analysis of the instructional goal is to classify the goal statement. According to Dick and Carey (1985) the performance objective is both a cognitive and psychomotor goal. Cognitive skills are defined by Knowles (1978), as learning which requires repeated occasions where challenges to thinking are presented. Psychomotor skills are described as being those which are developed through practice.

In the analysis phase of the training program, Gagne's (1985) five major categories of human performance in learning were considered. In the analysis process the designer had to establish what human performances would be utilized in this training program. Gagne's five categories are:

Intellectual skills - An individual may learn to interact with the environment by using symbols.

Verbal information - A person may learn to state or tell a fact or set events by using oral speech or by using writing, typewriting, or even drawing a picture

Cognitive strategies - The individual has learned skills that manage his own learning, remembering and thinking.

Motor skills - The learner has learned to execute movements in a number of organized motor acts.

Attitudes - A learner acquired mental states that influence the choices of personal actions. In Gagne's five categories, the most important to be used in this training program are Verbal Information, and Cognitive Strategies.

Gagne has also conducted research relative to learning hierarchy. Gagne (1985) states "Individual rules are related to each other in a psychological order since in that the learning of some are prerequisite to the learning of others, just as concepts are prerequisite to the learning of rules." This is an important aspect in the implementation of the writing process.

Bloom's (1956) concept of mastery learning and taxonomy of educational objectives was also utilized in the development and implementation of the training program. According to Bloom there are three categories that objectives should be arranged in: Cognitive-for mental skills, Affective-for growth in feeling or emotional areas, Psychomotor-for manual, physical skills. In this training program the objectives fell in the categories of cognitive and psychomotor skills. The writing process requires the learner to think something through (cognitive skill) and the ability to develop better writing skills through practice (psychomotor skill).

Research on this concept was performed by Ausubel (1968). His main concern is how individuals learn specific information. His theory of cognitive learning is based on an assimilation theory of learning. Ausubel feels that once an individual has general knowledge or base on any particular subject matter, this will assist the individual in mastering unfamiliar topics related to the general information that the individual possess. The anchoring approach is also referred to as the advanced organizer method.

Advanced organizers are, " introductory materials introduced in advance of the learning material itself and are used to facilitate establishing a meaningful learning setting." (Ausubel, 1968, p. 170). For example, if a person has some general knowledge about a particular subject matter, such as writing a letter, listing ideas about a specific topic, will make it easier for that person to master the specifics about the steps in the writing process.

**Literature Review**

For the purpose of this project, literature was defined as textbooks providing resource information on the topic. Materials were defined as instructional materials usable in a classroom situation.

Before beginning the instructional design, it had to be determined that materials meeting the instructional need were not already in print. The instructional materials needed to be appropriate for classroom use in a high school. An ERIC (Educational Research Information Center) database, and East Meadow Teacher Resource Center, and college libraries were used to obtain existing literature.

Eight publications were identified by the designer as appropriate for the topic. The ERIC database listed 45 publications as a result of a search using the following identifiers: written communication, writing process, writing skills, . The list was narrowed down to five publications that were specific to the project. One of these was appropriate for the target population. East Meadow Teacher Resource Center provided 18 publications which included information on the topic of the writing process. Four were appropriate for the target population. Long Island

University, C.W. Post, provided 35 publications for the topic. Two were appropriate for the target population. The designer selected eight publications that were the most appropriate for the target population and topic.

1. Hull, Glynda. (1987, February). The Editing Process of Writing: A Performance Study of More Skilled and Less Skilled Writers. This study was conducted with two groups of teenage writers (more skilled and less skilled editors) who corrected and commented upon the sentence-level errors in two tasks (a self-written essay and three essays written by others). Analysis showed that the more skilled writers almost always corrected more errors than the less skilled, but the two groups performed similarly on the self-written essay where neither corrected many errors at all. Analysis showed that both groups performed better on the standard essays and performed better with feedback from the instructor.

2. Haley, Joan (1981, October). Revising Writing in the Upper Grades. In discussing the revision process of secondary school students, observed that most writers work their way through false starts and ambiguities before what they say emerges and is ready to be polished for presentation. In addition, she observed that some students writing requires a time distance before the need to revise can be seen.

3. Cox, Michael (1989, October). Writing like Writers. When motivating students to write, it is important to communicate the need to write. Students often value speaking and listening over reading and writing because they feel that they will be required to speak and listen more than read and write. "If students are to

become better writers, they must both see a need to write and have opportunities to make their own text.

4. Rafoth, Benntee (1989, October). Audience and Information. This study compared good and below-average writers at two points during composing. Given a persuasive writing task and a specific audience, writers were given the option to read a statement written by their audience, to read a few general ideas on the topic, or to read nothing and proceed with writing. Afterward, writers were asked about the reasons for their choice. The finding of the study showed that good writers are audience aware and below average writers are not. Students who discussed ideas, opinions, and objectives about the topic before writing, scored higher than those who chose to write without an insight on the topic.

5. Calkins, Lucy (1980, January). Learning to revise is like learning to think and learning to question. Children will grow into the writing process, if given the opportunity to experiment and the encouragement to fail and try again.

6. Lickteig, Jean (1982, January). Research-based recommendations for teaching writing. Summarizes some writing research in her article on research-based recommendations for writing teachers. She concluded that many authorities believe that actual growth and development in writing occurs through the experience. This growth occurs separately from teacher instruction and evaluation. While instruction and evaluation may prove helpful, the more valuable opportunities is the actual writing proactice, the expression of ideas.

7. Graves, Donald (1978, January). We won't let them write. Summarizes a good deal of his writing research by stating that

writing is cited as a national priority, but seldom practiced. The problem with writing, according to Graves, is the lack of writing.

8. Charlier, Marj (1990, February). Back to Basics. Businesses are concerned about the lack of communication skills among recent applicants. Businesses feel that they must teach their workers the three R's since school are failing to do so. The biggest complaint made by employers is that students are graduating from high school without the ability to write.

**Survey of Existing Courses and Materials**

This project was developed for Introduction to Occupations. Although students are taught how to improve their writing skills in their English classes, this skill should be utilized in all subject areas. At the present time, there is little if any emphasis on written communication. Students are often required to respond by completing short answer questions, or answering questions verbally.

Three materials, were identified by the designer as appropriate to the topic. The American Association for Vocational Instructional Materials provided one, and the ERIC database listed one.

1. Assist Students in Improving Their Writing Skills (Malowney, Lynn, 1985). This module was designed to give students skills in assessing their writing abilities and to motivating them to improve. It also provided students with a variety of techniques and activities that they can use to help improve their writing skills. This workbook provided topics to write about and strategies to improve writing, but the revision and practice activities were brief.

2. The Writing Process in Action (Proett, Jackie 1989). This curriculum included objectives and suggested learning activities for the writing process. It outlined the writing process in detail, but it was not appropriate for the target population. The instructions and explanations were long and complex.
3. East Meadow Curriculum Area Project--This curriculum included topics of interest, activities designed to improve writing, and handouts explaining the writing process in greater detail. This curriculum was put together by the teachers in the business department.

## Plan for Project

The designer began development of this training program in September 1990 and continued through the implementation phase through March 1991. The project was modified through the implementation stage and improved on in the final implementation stage.

### Estimated Student Effort

The estimated student effort was 5.85 hours for each student to complete all of the writing activities. The lessons were grouped into nine thirty-nine minute periods. The slower writers needed one period extra to complete their work.

### Project Plan

The project was planned for nine forty minute periods using a time-line, Pert, and Gant charts to indicate the timing and correlation of various activities. Kirkpartick (1976) indicated that the PERT (Program Evaluation and Review Technique) chart is used to reduce delays and conflict of parts of overall plan. See Appendix

D for the project planning chart. Appendix D also describes a schedule that was developed and implemented throughout this training program.

The first step, needs assessment, began on August 20, 1990. The last step, summative evaluation and final report, was completed on January 14, 1991. The designer used a PERT (Program Evaluation and Review Technique) chart and Gantt chart to locate any time conflicts and unnecessary interruptions. The PERT and Gantt charts were followed closely in order to meet the projected end date

**Budget**

The budget for the instructional program was based on the acquisition of learning and the prorated salary was based on instructional time at $35.00 per hour (for a forty minute period). The writing process activities took nine forty minute periods. The writing process activities consisted of teacher-made materials. It would be inappropriate to assign a cost to the learner's time. Grading and evaluation of the student's work took approximately one week. The materials were copied on the school district's copier at a cost of $.10 a page. The results of the budget are summarized in Table 3.

## Summary

Employers identified that there was a need to improve the writing skills of high school graduates. As a result of the needs analysis, an instructional goal was formulated. The instructor then analyzed the target population and assessed prerequisites and attitudes. Before formulating material, existing materials and literature were reviewed. Four tasks, that were designed to meet

the instructional goal, were identified and a time line developed and followed. Finally a budget was estimated based on the cost of labor and materials.

Table 3

Budget for Instructional Program

| Expense | Designer Hours | Other Hours | Cost | Subtotal | Total |
|---|---|---|---|---|---|
| Labor | | | | | |
| Analysis | 30 | 0 | $ 600 | | |
| Design | 40 | 0 | 800 | | |
| Development | 50 | 0 | 1,800 | | |
| Implementation | 15 | 200 | 4,300 | | |
| Evaluation | 25 | | | | |
| Total Labor | | | | $ 7,500 | |
| Materials | | | | | |
| Computer Supplies | | | 400 | | |
| Stationery Items | | | 25 | | |
| Students Materials | | | 300 | | |
| Total Materials | | | | $ 750 | |
| Grand Total | | | | | $ 8,250 |

# CHAPTER 3

# DESIGN

## Introduction

The next stage of the Instructional Systems Design is the design stage. At this point, the skills, material, knowledge and attitude that have been developed are specified. Entry level behaviors learning objectives and test items are developed. Learning objectives were stated in terms of performance, conditions, and criteria, thus providing a measurable result. Objectives were listed in sequential order. The final stage of design concluded with an instructional plan.

## Instructional Task Analysis

Two steps are included in the instructional analysis of a goal. The first step is to classify the goal statement according to the kind of learning that will occur (Dick and Carey, 1985). The second step is categorized as an intellectual skill by Dick and Carey (1985) and Gagne (1985). Intellectual skills are divided into four types: discrimination, concepts, rules, and problem solving. The students are required to discriminate between possible responses, apply concepts and proper grammatical rules, and use problem solving techniques when addressing counter arguments in a persuasive essay. Printed material and lecture type lessons were determined to be the best form of media.

Five main tasks were identifies as necessary to master the goal of writing a persuasive essay. Required tasks cannot be left out and superfluous tasks cannot be included (Anderson, 1985). For

each task the question "What does the student need to do to accomplish this task?" needs to addressed. The result was a breakdown of subordinate steps for each task. This expansion was used as an outline for the instructional design.

## Instructional Objectives

An instructional objective is a statement that specifies the performance the designer wants the learners to exhibit as a result of the instruction. An objective describes an intended result of instruction, rather than the process of instruction itself (Mager, 1984). According to Mager (1984) an objective is comprised of three parts: (a) performance--what the learner will be able to do, (b) condition--the circumstances under which performance is expected to take place, and (c) criterion--the level of performance of that is acceptable.

The designer identifies five objectives to correspond with the five main tasks: See Appendix E.

1.0 Given an article titled The Skills Employers Want, the students will identify three reasons why employers value good writers.

2.0 Given a topic for a persuasive essay, the students will generate a list of ideas related to the topic.

3.0 Given a persuasive topic, the students will write a first draft.

4.0 Given a first draft, students make changes to provide further support to the central argument in the persuasive essay.

5.0 Given a completed revised persuasive essay, student make all spelling, punctuation and grammatical corrections.

**Establishment of Required Entry Behaviors**

The entry behaviors are those skills students must possess before actually beginning the training. Entry behaviors are skills that enable the student to perform the skills the instructor plans to teach (Anderson, 1985). Before beginning the instruction the following questions must be asked: "Is the learner ready for the task emotionally, motivationally, perceptually, cognitively, and physically?" "Does the learner have the prerequisite attention span?" "Are the responses called for by the instructional procedure within the learner's repertoire?" "Has the learner attained the necessary academic level and past learnings inherent in the behavioral objectives?" If the learner has not mastered the prerequisite skills, the lesson will prove to be worthless.

The designer identified four entry behaviors necessary for writing a persuasive essay.

1. Apply rules of grammar, spelling, and punctuation
2. Proofread and edit material
3. Utilize Apple IIe computer
4. Utilize Appleworks word processing program

**Group and Sequence Objectives**

The five instructional objectives correspond to the five main tasks. When the five main tasks and the subordinate steps were written in the design stage, they were placed in a logical sequence. The sequence is designed to teach the writing process in a

logical order. The students began with prewriting exercises, writing first draft, making revisions and editing to complete a final copy. This order allows the learner to be fully exposed and understand the steps and procedures used when completing a persuasive essay.

## Learning Activities Specification

The time period for completing the lessons and activities on persuasive writing is nine forty-minute periods. This includes the completion of a pretest, brainstorming activity, first draft, revision, and editing, and a post test.

Gagne's (1985) nine steps of instruction were incorporated into each lesson plan. The nine steps of instruction that occur during the learning process include:

1. Gaining attention - gain the learners attention by introducing a stimulus change.
2. Information learning of objectives- if the learners understand the objectives, the learners will acquire an expectance that normally persist throughout the time learning is taking place and that will be confirmed by the feedback given when learning is complete;
3. Stimulate recall of prior learning - The learners will recall previously learned materials;
4. Presenting stimulus- presenting stimulus could include printed materials;
5. Providing "learning guidance"- the designer should make the stimulus as meaningful as possible;

6. Eliciting performance - the learners will demonstrate newly learned capability;
7. Providing feedback - the designer should communicate to learner the correctness of the performance;
8. Assessing performance - the designer should test the learner in some format;
9. Enhancing retention and transfer - will the learners retain knowledge and apply it to different situations.

The students were supplied with printed material that reviewed and explained the writing process in the event that they needed additional instruction. According to Gagne (1985), during the process of learning nine internal processes occur. External support for the internal process are the instructional events. A lesson plan is made up of these nine instructional events. Outlined in Table 4 is the internal process, the instructional events, and the lesson plan.

The media selection criteria, as suggested by Anderson (1982), consisted of: printed material, chalkboard, computer, and lecture. The primary method was lecture, and the primary media were chalkboard and printed material. The advantages of using printed material were (Anderson 1985):

1. Students can stop and review at any point
2. Students were able to proceed at their own pace
3. Student and teacher can easily review material
4. Lesson material can be produced economically, updated and distributed easily
5. Lesson content can be easily resequenced

Table 4

Relationship of Method and Media

to internal process

| Internal Process | Method | Media |
|---|---|---|
| 1) Reception | Pretest | Printed Material |
| 2) Expectancy | Lecture | Printed Material |
| 3) Retrieval to working memory | Brainstorm | Chalkboard |
| 4) Selective Perception | Lecture | Chalkbaord |
| 5) Semantic Encoding | Lecture | Chalkboard |
| 6) Responding | Self-paced | Computer |
| 7) Reinforcement | One-on-One | Printed Material |
| 8) Retrieval and Reinforcement | Lecture | Chalkboard |
| 9) Retrieval and Generalization | Post Test | Printed Material |

Because extensive lessons presented in word copy alone tend to turn off and bore students, the designer used the printed material as a supplement to lectures, but not as the sole source. The designer developed the lesson so that their was a combination of print and lecture. Although lecture is effective, easy to plan, and inexpensive, the disadvantage is that too much tends to bore students and leaves no room for teacher-student relationships or individuality. The designer felt the the combination of the two was most effective. The students were also allowed to use a computer when writing their compositions. The computer allows for quick updating and revising. However, the students were allowed to choose between

handwriting the essay or using the computer. Although the computer has advantages, sometimes it becomes an obstacle when the students are not familiar with the keyboard or the wordprocessing program.

The designer considered the target population when developing the instructional material. It was appropriate to use printed material, lecture, and the chalkboard to instruct the writing process.

## Assessment System Specification

Learning will be measured by using three types of criterion-referenced tests described by Dick and Carey (1985). Learning will be measured at the time of instruction. First, entry level behavior is measured and than an evaluation at the last stage assesses whether or not the learner succeeds. The instructional media included a pretest, progress checks, and a post test. See Appendix F.

### Pretest

The pretest was given prior to the instructional lessons. The pretest was used to determine whether or not their was a need for instruction. The pretest consisted of one essay. The students were required to write a persuasive essay. If the student completed the essay and obtained a grade of 315 or higher, they were not required to participate in the lesson. The pretest also supplied the instructor with information regarding how much prior knowledge each student had. The pretest is part of the lesson.

### Progress Checks

Progress checks take place after each objective. The students are required to hand in their work after each objective. After

completing the first objective, Prewriting, the students will hand in their outlines. After the outlines are reviewed by the instructor, the students will complete the second objective, writing first draft. Upon completion of the first draft, the students will hand in their essays. At this point, the students will meet with the instructor on-on-one, and discuss their individual weaknesses. The last objective requires the student to make final revisions and submit for a grade.

**Post Test**

The post test is given at the end of the instruction. By giving a post test the instructor can determine if the knowledge or skills stated in the objectives were learned.

## Evaluation System Specification

Two types of evaluation were used for this project, formative evaluation and summative evaluation.

**Formative Evaluation**

The purpose of formative evaluation is to measure the instructional content to determine if there is a need to modify or change the form of the content (Romiszowski, 1981). There are three phases of formative evaluation: one-on-one, small group, and field trial (Gagne, 1985). Formative evaluation takes place during and at the end of the instruction.

Decisions pertaining to improving instruction are a result of data collected during the formative evaluation stage. Only data that helped in the revisions of materials was collected (Anderson, 1985). Data collected from one-on-one, small-group, and field

trial evaluation included the following:

1. Test data from pretest, post test, and post learning questionnaire.
2. Written or verbal comments by learners about content omissions; typographical mistakes; poor direction; unclear wording.
3. Time required to complete the learning activity package.

**Summative Evaluation**

The purpose of the summative evaluation is to determine how well the instructional goals were met. As the learners use the materials, the evaluator observes the instructional process to determine whether the materials are being used by the learners in the manner in which they were intended to be used. The Kirkpartick approach is widely used for classifying areas of evaluation (Phillips, 1983). Kirkpartick's (1987) steps break evaluation down into clear and achievable goals. The four summative evaluation steps are reaction, learning, behavior, and results.

**Learning Transfer System Specification**

It is the designer's responsibility to incorporate transfer of learning in the training program. Transfer of learning included the ability to identify barriers for the learners to transfer skills to the job, select transfer strategies associated with the learners work setting, and develop a plan to implement those transfer strategies. The designer encouraged transfer of learning in the training program to the job and classroom setting. In the design phase of the training program, the designer incorporated Broad's (1979) suggestions and actions that should be taken prior to the training. According to Broad, it is important that the

designer schedule the instruction in good facilities. The designer should express the importance of the instructional program and emphasize the opportunities and development that the learners will benefit from in participating in the training program. The designer should develop performance related projects and involve the learner in the design of the training.

## Review and Selection of Existing Materials

During the analysis stage, three materials were identified that contained information about the writing process. One was included in the instructional design.

1. East Meadow Curriculum Area Project--The designer used the topics listed in this curriculum for the pretest and post test. Supplements explaining the writing process were also used as handouts during instruction.

## Summary

The design stage of instructional systems design began with a task analysis. This resulted in a list of five tasks and subordinate steps that are required to write an effective persuasive essay. The instructional goal was listed as an intellectual skill. Objectives were written for each subskill task. Gagne's internal learning processes were compared to instructional events and lesson plan. The method and media used for each part of the lesson plan were identified. The designer chose to use a pretest, progress checks, and post test for assessment. The two forms of evaluation used were formative and summative. The subject matter expert was

Dr. Vincent Cirello, Director of Occupational Education. The design stage concluded with the rationale for the partial use of one existing publication.

# CHAPTER 4

# DEVELOPMENT

## Introduction

During development, the third stage of Instructional Systems Design, the designer specified learning activities and developed, reviewed and evaluated the training materials. The designer developed several instructional materials in the form of performance checklist as well as written materials. Many factors were considered prior to the development of materials. These included the target population's ability and expectations of the training program. The result of this stage was an instructional lesson designed to improve students writing.

## Learning Activity Development Scheme

Teaching students to write is an important part of education. The following learning activities and lessons are designed to improve the students writing ability, which will also improve their ability to solve problems and think logically. The following strategies and activities will be used to help students improve their writing skills. The activities are designed to teach the students step-by-step how to write more effectively. Each student will be required to write a persuasive essay. During the development of the material the following guidelines were used whenever possible:

1. Discuss and explain persuasive writing
2. Present topic to the students
3. Provide assistance and guidance when gathering

information.

4. Allow for student/teacher interaction
5. Allow for student/student interaction
6. Allow students to proceed at their own rate.

Before presenting the lessons to the students, the instructor discussed ideas for lessons and activities with the Director of the Business Department, the Chairman from the English Department and another teacher in the business department. They both gave positive suggestions and comments. The next step was to develop the lessons and activities.

**Learning Activity Development**

The following lessons and activities are techniques that the teacher will use to enhance the writing process and to make the students more effective writers. The entire process is as follows:

1. **Gain attention (Motivate Students)** - A pretest that required the students to write an essay was developed. This focused the student's attention on persuasive writing and was used as an introduction to the objectives.
2. **Inform learners of objectives** - Students will read an article titled Skills Employers Want This article will explain the importance of being able to write well. Discuss persuasive writing. Explain what a persuasive essay is and what they are used for. See Appendix G Activity 1.
3. **Stimulate recall of prior learning** - The teacher will give the student a topic to write about. This is the first stage in the writing process. The objective during

this stage of the process is to utilize student experiences to generate ideas for the given writing task. This will be done through brainstorming. The purpose here is to elicit ideas and viewpoints about the topic from the wide range of students within the class. As the students supply the information, all comments are listed on the board. The students will first list reasons why they should be allowed to have a party. They then will list possible counter arguments that they might anticipate from the parents. See Appendix G, Activity 2.

4. **Present Stimulus** - The students will be asked to write a persuasive essay to their parents convincing them to allow them to have a party while they are out of town. After students are given a topic they are now ready to start the writing process. The students will now write an outline that will include an introduction, explanation of request, supporting statements, anticipation of counter arguments, and a concluding paragraph. This is the last step in the first stage of the writing process.
5. **Provide learning guidance** - The students will be required to look at the brainstorming list, and their outline that they prepared, to write their first draft. The first draft will include: Introductory paragraph that states the essays purpose. Body of the essay that states main arguments and supporting statements for the central theme of the essay; anticipation of counter arguments and a response that will defuse the counter

argument. And finally a concluding paragraph that will restate the essay's purpose.

6. **Elicit performance** - Write First Draft - The second step in the writing process in to insure as much success as possible. This stage of the process should be started in class to insure that students understand the assignment. Students will begin to write essay.

7. **Provide Feedback** - Students will be placed in groups of three. Each member will read their essay and receive input from the other group members for the purpose of expanding, clarifying, and strengthening the persuasive argument. The teachers input will also be obtained at this time. Grammar, spelling and punctuation will be ignored at this time. Based upon the group and teacher input the student will rewrite the essay.

8. **Assess Performance** - This stage of the writing process is called post writing. It involves several tasks including revision, proofreading and evaluating. Each is important in improving student writing and should be regarded as a normal part of the writing process and not as punishment. This stage of the process involves changing order, tone, vocabulary and possibly even presentation. It is not simply recopying an assignment neatly. The instructor will identify and address common weaknesses. After writing a revised second draft of their persuasive essay, the student will now proofread and correct mechanical errors such as spelling, punctuation and grammar. A

final edited copy of the essay will be handed in to the teacher.

9. Enhance Retention and Transfer - At this stage the students progress is evaluated. The students will be given a post test to evaluate their progress.

The transfer of cognitive strategies came about in step six, responding, the learner managed their own process of attending, learning, remembering and thinking. The comparison of the internal process to the instructional events and the lesson plans are presented in table 5.

**Pretest and Post Test** - The development of the instructional materials began with the pretest. The pretest was the first activity for the students. The students were asked to write a composition in which they would persuade their parents to let them have a party. Every student was required to hand in a pretest to the teacher. The last activity that the student performs is the post test. The post test measures whether or not the student has achieved the objectives after being taught the writing process.

**Lessons and Activities** - Lesson Plans - See Apendix H.

The development of the instructional materials began with the pre-instructional activities and the pretest. The pretest consisted of the learners having to write a persuasive essay to their teacher trying to convince her to eliminate the final exam. The post test consisted of writing another persuasive. The post test measures whether the learners have achieved the objectives.The article explained the importance of being able to write well. The students were assigned to read the article to themselves and participated in a discussion about the article.

Table 5

Internal Process, Instructional Events and the Lesson Plan

| Internal Process | Instructional Event | Lesson Plan |
|---|---|---|
| 1) Reception | Gain attention | Gain attention/ motivate |
| 2) Expectancy | Inform learner of objectives (Questions & Answers) | Discuss outcome Tell learners what they will be able to do. |
| 3) Retrieval to working memory | Stimulate recall of prior learning (Lecture) | Relate lessons to topic that students are familiar with |
| 4) Selective Perception | Present stimulus | Present learning activity. Explain outline content |
| 5) Semantic Encoding | Provide learning guidance (Lecture) | Organize and demonstrate the parts of an essay |
| 6) Responding | Elicit performance | Have learner perform the activity |
| 7) Reinforcement | Provide feedback (One-on-one) | Give information feedback. (Based on teachers comments, peer conferences & teacher-student conference) |
| 8) Retrieval and Reinforcement | Assess performance | Review identified weaknesses. Tie together ideas and concepts |
| 9) Retrieval and Generalization | Enhance retention and transfer | Evaluate progress |

The lessons and activities were developed next.

Students were given an article titled, The Skills Employers Want. The next step required the students to write a persuasive essay convincing their parents to allow them to have a party while they were away. Before the students began writing, the instructor conducted a brainstorming session. Here the students were asked to list reasons why they should be allowed to have a party without parental supervision. After listing these reasons, the students had to list counter arguments that they would anticipate from their teacher. The students were required to fill out the brainstorming sheet.

The next step was for the students to use their notes from the brainstorming activity to write an outline that would include: an introduction, explanation of request, supporting statements, anticipation of counter arguments, and a concluding paragraph. The students were told to "get their ideas down on paper" and not worry about spelling, punctuation, or grammar. Their outline was handed submitted to the teacher at the end of the period.

The next step was for the students to write a first draft using the outline. Before writing the first draft, the instructor explained the different parts of an essay: Introductory paragraph - states the essays purpose; the body - states the main arguments and supporting statements for the central theme of the essay, anticipation of counter arguments and a response that will defuse the counter arguments; and finally, a concluding paragraph - will restate the essay's purpose.

Next, the students were placed into groups of three. Each student read their essay to the classmates in the group. The other two students offered suggestions and gave input to the reader.

Each student was required to revise their essay and submit to the teacher.

Next, the students were given their essay's back with comments from the teacher. The students will be asked to rewrite their essay based on comments received from the instructor.

The next setup after writing a revised second draft of their persuasive essay, the students now corrected mechanical errors such as spelling, punctuation and grammar. A final copy is now submitted the instructor for a grade.

**Post learning questionnaires** - The evaluation items were developed to assist the teacher in review of the learning materials after instruction had taken place. The post-learning questionnaire (Appendix 3) is given immediately after instruction is completed. The post learning questionnaire provided the teacher with feedback on the learning materials, activities and objectives.

## Learning Activity Review

The completed lessons and activities was reviewed by the subject matter expert for accuracy of content. Learning produces a variety of outcomes which are considered to be performance categories. These categories possess certain distinguishing features and each category implies that a different kind of capability has been taught. The designer reviewed the lessons and activities to make sure that all of the five major categories were taught. The five major categories are:

1) intellectual skills
2) verbal information
3) cognitive strategies

4) motor skills

5) attitudes.

The first category, intellectual skills, states that the most important internal condition is the recall of prerequisite skills that are components of the new skill to be taught. The learners were asked to brainstorm arguments that would persuade their parents into allowing them to have a party. After listing the arguments, the learners brainstormed counteragents that they anticipated to hear from their parents.

The second category, verbal information, is the combining of simpler skills. The learners took the list of arguments and were required to support each argument with a statement.

The third category, cognitive strategies, are the steps that the learner uses to manage their own process of attending, learning, remembering and thinking.

The fourth category, motor skills, is the recall of an executive subroutine that provides the sequence for the performance. The learners were required to write a first draft by incorporating the brainstorming list, arguments, counterarguments, and supporting statements.

The fifth category, attitudes, are internal states that modify choices of personal action towards objects, persons or events (Gagne, 1984). An attitude questionnaire was given to the learners to find out how they felt about the lesson.

**Materials For Evaluation Produced**

Thirty-three copies of all the activities were produced, one

for each student. This amount was necessary to provide one copy for each student during one-on-one, small group and field trial evaluations. For the Summative Evaluation the following materials were used: pretest, post-test, final essay, post-learning questionnaire. These fine-tuned materials would be utilized during the one-on-one and small group trials.

## Summary

The lessons and activities that were developed for this instructional activity were designed to improve students writing. The development was broken down into eight instructional events. The instructional events started with a pretest. Also included were: readings, lessons, instructional materials, directions, assignments, post-tests, questionnaires. Thirty-three copies of the activities were produced for one-on-one, small group, and filed trail. The lessons, activities, and readings were reviewed by staff members and approved.

# CHAPTER 5

# IMPLEMENTATION

## Introduction

Putting the instructional program into process is called implementation. The students were required to write a persuasive essay using the steps in the writing process. They were be given a pre-test, post-test and questionnaires. During the formative evaluation stage, the students made comments and suggestions that were later used to edit and improve the original lessons and activities. After corrections were made the designer then implemented the instructional design to the target population.

## Materials for Implementation Reproduced

Based on the formative evaluation of the one-on-one, and small group, materials were revised. The revision included adding a article that explained the importance of improving communication skills. A sample of the revised material appears in Appendix F.

After the process was completed, twenty copies were made for the implementation. Each student received one copy of the pretest, article, writing topic, brainstorming sheet, and post test.

## Instructional Delivery

The writing process was implemented in an Introduction to Occupation class at East Meadow High School. The class is made up of ninth through twelfth grade students.

The students started the instructional program by taking a pretest. The pretest was given to see if they had all of the entry

behaviors. The students had to write a letter to their teacher that would persuade her to eliminate the final exam. The students were required to write their essays using an Apple IIe computer utilizing Applewords word processing program. When completed the teacher graded the test using the Project Evaluation Form. The students grade is determined by calculating an average score based on the evaluation from two teachers independently. Evaluations were based on the following twelve categories: See Appendix K.

1. Spelling
2. Capitalization
3. Writing form
4. Grammatical errors
5. Evidence of supporting statements
6. Number of words
7. Punctuation
8. Effective introduction
9. Effective body
10. Effective conclusion
11. Counter arguments
12. Effectiveness of the overall composition

A weighting factor was assigned to each category based upon its relative importance. A higher number indicated greater importance. For example, the presence of supporting statements and counter arguments were assigned factors of 9 as opposed to spelling or capitalization which were assigned factors of four. This was based upon the overall unit design which emphasized persuasive writing as a primary objective. Each essay was evaluated by two teachers using this system independently. Actual scores were

calculated by multiplying the weighting factor for each category by the raw score. The raw scores were determined using the following ranking system:

0 = Non-existent

1 = Poor

2 = Average

3 = Good

4 = Excellent

The maximum overall score is 332 points. The mean score was a result of averaging both actual scores given by both teachers. The students were assigned a letter grade based upon the following:

| Average Score between | Letter Grade |
|---|---|
| 332 - 298 | A |
| 265 - 297 | B |
| 232 - 263 | C |
| 199 - 231 | D |
| Below 199 | F |

The post test consisted of the same procedure. Progress checks were embedded in the lessons to see how the learners were doing. The post test was administered after the instruction had been completed. For the learners who did not master the instructional goal, the instruction was revised including the development of new instructional strategies and tests.

The students who scored below 263 (C) and above 315 proved to have the entry level skills, but did not master the skills that were necessary to write an effective persuasive essay.

The students were not able to generate ideas and organize their thoughts on paper. Therefore, one of the short term goals was that the learner would be able to complete prewriting exercises. Prewriting exercises consisted of: brainstorming ideas, gathering information, and writing an outline.

After completing the pretest, the designer started the instructional lesson by motivating and gaining the learners attention. The students were given an article titled The Skills Employees Want. The students were instructed to identify three reasons why employers value good writing. By doing this the students would understand the importance of becoming an efficient writer. Once the students were motivated, the instructor handed out a persuasive essay assignment.

The next step was for the students to begin the writing process. Pre writing is the first stage in the writing process. The instructors objective during this stage of the process should be to utilize student experiences to generate ideas for the given writing task, persuading your parents to let you have a party at your home. The learners were asked to brainstrom a list of ideas in support of their arguments and a list of counter arguments.

The next step for the learner was to use the brainstorming list to write an outline. The outline had to contain: 1) explanation of request, 2) reasons with supporting statements, 3) anticipation of counter arguments, 4) concluding paragraph.

The next step for the learner was to use the brainstorming list and the outline developed, to write their first draft. When writing the first draft the students had to be sure to write all ideas, supporting arguments, and responses to counter arguments

without regard to correctness of spelling, grammar, and punctuation.

The next step for the learner was to revise their first draft. Students were placed in groups of three. Each group member read their essay and received input from the other group members for the purpose of expanding clarifying, and strengthening the persuasiveness argument. The students then had to rewrite their essay.

The last step for the learner was to edit their final draft and correct all spelling, punctuation and grammatical errors. Before submitting the final copy, the students were able to correct mechanical errors and produce a final edited version that was handed in for a grade.

The students were then required to complete the unit by taking a post test. The post test consisted of writing a persuasive essay.

## Data Collection

Data collection describes the instruments and process for collecting data for summative evaluation. Instruments that were used are as follows:

1) **Checklist for entry behaviors**

   This is a performance checklist to see if the learners know how to apply rules of grammar, and proofread and edit material.

2) **Pretest/post test**

   A pretest was given prior to instruction and a post test was given at the completion of the implementation. The test consisted of writing a persuasive essay.

**3) Attitudinal questionnaire**

The students completed a post learning questionnaire to give the designer feedback on possible improvements to the unit design. Questions were grouped into four categories. These categories included student motivation, student direction, student creativity, and effective implementation.

**4) Timeline record**

This is a record of how long it took the learner to complete the given tasks

## Summary

The instructional program included one-on-one sessions, small group, and field trial group presentations. The target population consisted of twenty high school students who were writing below grade level. All individuals were given the entry behaviors test; pretest and post test. They were also given an attitudinal questionnaire. The implementation took place within a time span of nine periods of instruction. All of the students passed the entry level behavior test.

# CHAPTER 6

# EVALUATION

## Introduction

Evaluation begins at the analysis stage and is an ongoing process that continues even after implementation has taken place. Evaluation is the process of assessing performance, identifying concerns and revising instructional goals to address the deficits that arise out of the process. To create a better instructional delivery, the designer will use the material and information that is collected during evaluation. The designer will conduct two types of evaluation. The first is the formative evaluation which consisted of a one-on-one lesson, small group lesson, and a field trial. The formative evaluation allows the designer to make any necessary changes regarding the instruction and, therefore, a better lesson will be created. The summative evaluation examined the results of everything that was done during the implementation stage. The summative evaluation is also a defense for the lesson and the test value of the lesson. This is an ongoing process which will continue past the implementation stage.

## Formative Evaluation

Formative evaluation is the process of looking at the performance of the learners, identifying concerns, and making necessary revisions so that the material will be free of errors. The revisions made as a result of formative evaluation will improve the quality of the instruction. As suggested by Gagne in 1985, three basic steps should be summarized. The three basic steps that the

designer will briefly summarize are: one-on-one, small group, and field test trials.

**One-on-One**

Prior to the implementation of the field trial, there were two points of evaluation which enabled the researcher to modify and amend the procedures. During this stage the designer worked with three learners from the target population on a one-on-one basis.

The one-on-one evaluation was given to three students simultaneously. These students will also be taking Introduction to Occupations with the same instructor, but will not be in the same class where the actual implementation will take place.

Subject number one, was a female ninth grade student of average ability. Her writing skills were below average, but she was very motivated to improve her skills.

Subject number two, was another student in the same Introduction to Occupations course as subject number one. He was an average student who always received high grades when tested on content material, but received low grades when he was required to write using his own ideas.

Subject number three, was a twelfth grade student with below average ability. She was a weak writer who showed a great deal of concern about her writing ability. Her ideas were good, but her organization was poor.

The ability level of the students was determined by their placement in academic classes. A student taking regents level classes was categorized as average and those students in a lower track were categorized as below average.

Two learners are average and one learner is below average. The designer worked with each learner individually. Each individual was told that they were being used in an experiment to test new material that was being considered for the following year. The procedure of the one-on-one was discussed with each learner individually.

The designer began the one-on-one evaluation on November 12, 1990 and ended it was completed on November 26, 1990 (including pre and post test). The one-on-one evaluation took nine school days. At the end of the instructional implementation the students handed in their completed essay and post learning questionnaire. At this time the designer noted that motivation was lacking. Based on the information obtained from the questionnaires, the designer revised the materials and lessons and then implement the updated material by adding an article that discussed the importance of good communication skills. The motivational aspect was modified and was implemented with the next group.

The results of the one-on-one post learning questionnaire indicated that there was a lack of motivation by all three subjects. The subjects were unanimous in finding the topic of interest. Two students thought the topics were presented clearly and the questions clear and concise. The teacher's material was judged to be grammatically correct and error free. All subjects agreed that the writing process generated ideas, enabled them to be less inhibited writers and focusing on counter arguments proved helpful. Two of the three expressed that ample time was provided for the task.

An analysis of the questionnaire resulted in a modification of the approach when the small group testing was implemented. Since all subjects found no motivation for writing, the researcher modified the approach to include an article that stressed the importance of writing as a life and job skill. Further analysis of the concern expressed by one subject regarding time allocation resulted in no change in approach since the data available did not warrant an alteration to the instruction.

**Small Group**

The small group evaluation started on November 19, 1990, and ended on December 10, 1990. This group will consisted of ten students. Again, all of the students were enrolled in Introduction to Occupations during a different period. Age and academic ability of students involved in the small group evaluation and actual implementation group was similar. The materials and lessons were developed upon the results of the one-on-one formative evaluation.

The small group approach was conducted as written in the implementation section with one adjustment. The adjustment was the addition of a lesson and supporting material designed to increase student awareness and understanding of the need to become better writers. This lesson provided a descriptive article that centered upon those skills that employers identified as essential for work place literacy. Highlighted within the article were several references that identified written communication as an essential employability skill.

The small group was comprised of ten students. Table six

contains the summary of the students grade, sex, ability, and whether or not they possessed the necessary prerequisite skills.

Table 6

Comparison of
Small Group Prerequisite Skills and
Description of Each Student

| Student Number | Grade | Sex | Ability | Prerequisite Skills |
|---|---|---|---|---|
| 1 | 9 | M | Average | Y |
| 2 | 9 | F | Average | Y |
| 3 | 9 | F | Below Avg. | Y |
| 4 | 10 | M | Average | Y |
| 5 | 11 | M | Average | Y |
| 6 | 12 | F | Below Avg. | Y |
| 7 | 12 | M | Below Avg. | Y |
| 8 | 12 | F | Below Avg. | Y |
| 9 | 12 | M | Below Avg. | Y |
| 10 | 12 | F | Average | Y |

The results of the pre and post test and student questionaire are reported below in Tables 7 and 8.

Table 7

Comparison of
Small Group Test Scores

| Student No. | Pretest % | Post-test % |
|---|---|---|
| 1 | 50 | 77 |
| 2 | 43 | 78 |
| 3 | 35 | 74 |
| 4 | 50 | 93 |
| 5 | 37 | 59 |
| 6 | 47 | 74 |
| 7 | 36 | 59 |
| 8 | 43 | 78 |
| 9 | 39 | 70 |
| 10 | 56 | 70 |

Table 8

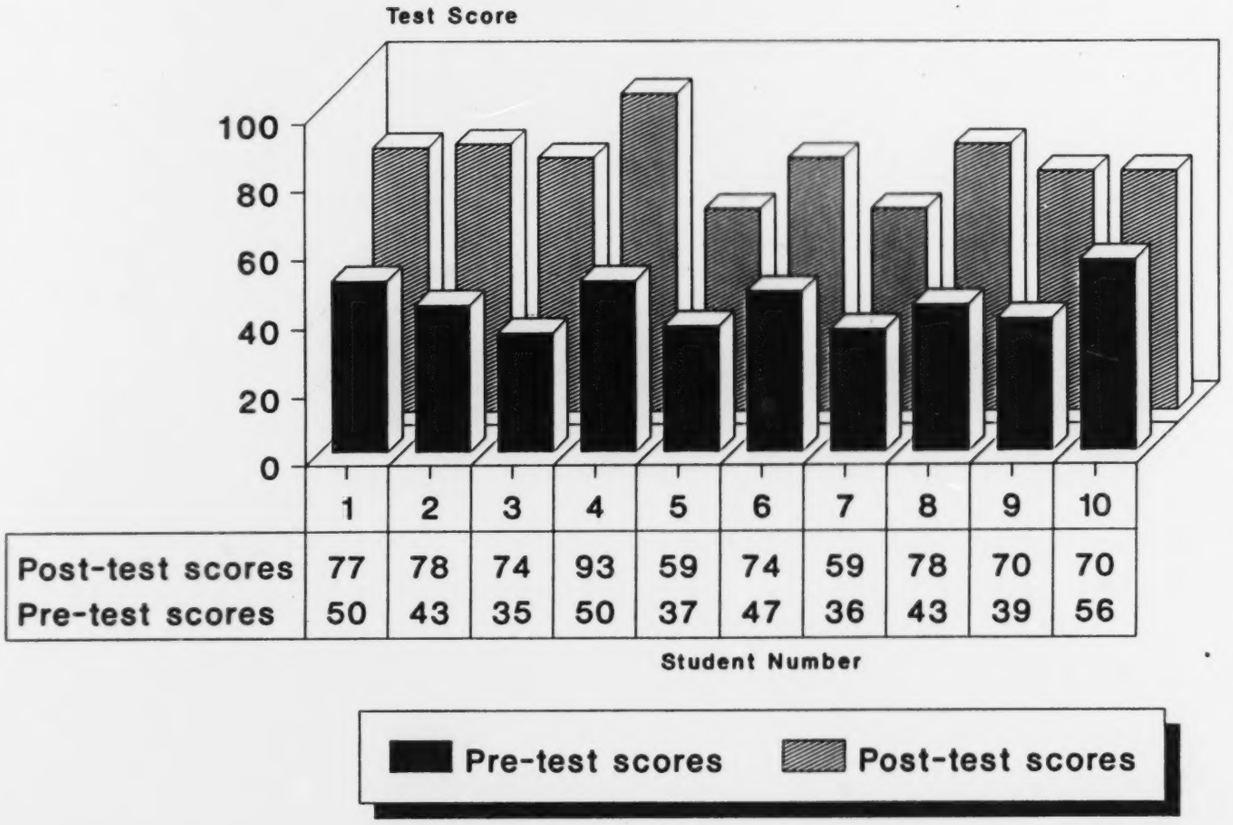
Comparison of
Small Group Post Learning Questionnaire
Results

| Question | Small Group Yes | No |
|---|---|---|
| 1 | 8 | 2 |
| 2 | 7 | 3 |
| 3 | 8 | 2 |
| 4 | 8 | 2 |
| 5 | 0 | 10 |
| 6 | 8 | 2 |
| 7 | 9 | 1 |
| 8 | 10 | 0 |
| 9 | 10 | 0 |
| Total | 68 | 22 |

The result of the post learning questionnaire administered to the small group indicated that the added lesson on motivation was effective since 80 percent responded favorably to the question regarding why writing skills are important. Additionally eight out of ten students responded that steps in the writing process were presented clearly, that directions were clear and concise and that the writing process helped generate ideas. Ninety percent of the students preferred writing the first draft without concern for mechanical errors. All students responded that listing counter arguments was beneficial and that the allocation of time was plentiful.

The post test scores of the small group indicated that two of the ten students did not master the task. As a result, earlier teacher intervention will be employed to uncover the problems at an earlier stage of development. This method will increase the chances of improving the final copy.

## Comparison of Pre and Post Test Scores
## Small Group Evaluation




| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Post-test scores | 77 | 78 | 74 | 93 | 59 | 74 | 59 | 78 | 70 | 70 |
| Pre-test scores | 50 | 43 | 35 | 50 | 37 | 47 | 36 | 43 | 39 | 56 |

Scores expressed in terms of percent

FIGURE 1

**Field Trial**

The purpose of the field trial is to determine if any changes made during the small group evaluation are effective. Also the question of whether this instruction can be used in a regular high school classroom must be decided. The question of whether these materials consistently work for the target population must be answered. Are the materials ready to use?

The field trial was conducted as described in the implementation section. Since the results of the small group were positive there appeared to be no reason for sweeping changes. Minor adjustments such as earlier teacher intervention and maintenance of the additional motivation lesson were made as a result of the new data available. The same type of material was collected for the field trial. Specifically, the pretest, post test, and attitudinal questionnaire.

During the feld trial evaluation the instructional material will be given to twenty students simultaneously. Again, the implementation will take place in an Introduction to Occupations class, and the instructional design will be revised according to the comments received during formative evaluation. At the completion of this stage the designer will be ready to start the actual implementation.

## SUMMATIVE EVALUATION

The purpose of this study was to assess the effect of the writing process on writing skills of high school students enrolled in an Introduction to Occupations class. The means of assessment was to first administer a pretest, then treatment followed by a

post test. According to Dick & Carey (1985), the following types of data should be collected:

1. Entry Behavior
2. Pretest scores
3. Post test scores
4. Time required to complete instruction
5. Learners attitudes about the instruction

The actual implementation started on December 10, 1990, and ended on December 21, 1990. The Introduction to Occupations class was made up of 20 students ranging in grade level from ninth through twelfth. The academic ability ranges from average to below average. The subjects utilized for the implementation are described below:

Table 9

Comparison of Field Trial Prerequisite Skills and Description of Students

| Student Number | Grade | Sex | Ability | Prerequisite Skills |
|---|---|---|---|---|
| 1 | 9 | M | Average | Y |
| 2 | 9 | F | Average | Y |
| 3 | 9 | F | Below Avg. | Y |
| 4 | 10 | M | Average | Y |
| 5 | 11 | M | Average | Y |
| 6 | 12 | F | Below Avg. | Y |
| 7 | 12 | M | Below Avg. | Y |
| 8 | 12 | F | Below Avg. | Y |
| 9 | 12 | M | Below Avg. | Y |
| 10 | 12 | F | Average | Y |
| 11 | 9 | M | Average | Y |
| 12 | 9 | F | Average | Y |
| 13 | 9 | F | Below Avg. | Y |
| 14 | 10 | M | Average | Y |
| 15 | 11 | M | Average | Y |
| 16 | 12 | F | Below Avg. | Y |
| 17 | 12 | M | Below Avg. | Y |
| 18 | 12 | F | Below Avg. | Y |
| 19 | 12 | M | Below Avg. | Y |
| 20 | 12 | F | Average | Y |

The learners were chosen from a different Introduction to Occupations class. The designer began by making everyone feel comfortable. The pretest papers were given out with the instructions being read by the designer. The learners then proceeded to write a persuasive essay. Once the pretests were finished the teacher proceeded with the lessons and activities. None of the learners experienced any problems, which lead the designer to believe that this was due to some changes that were made in the procedure and the format of the lesson.

The results of the pre and post test are reported below.

Table 10

Comparison of
Field Trial Test Scores

| Student No. | Pretest % | Post-test % |
|---|---|---|
| 1 | 41 | 77 |
| 2 | 50 | 78 |
| 3 | 39 | 70 |
| 4 | 47 | 93 |
| 5 | 35 | 84 |
| 6 | 60 | 90 |
| 7 | 56 | 80 |
| 8 | 27 | 60 |
| 9 | 60 | 87 |
| 10 | 36 | 86 |
| 11 | 52 | 80 |
| 12 | 54 | 59 |
| 13 | 39 | 74 |
| 14 | 38 | 90 |
| 15 | 36 | 59 |
| 16 | 58 | 89 |
| 17 | 43 | 77 |
| 18 | 50 | 77 |
| 19 | 37 | 83 |
| 20 | 54 | 80 |

The results of the field trial showed that all students felt

that it was easier to write without being concerned about mechanics and all were helped by listing counter arguments. Most students found that the writing process helped generate ideas and eighty percent found the topics interesting. The added dimension of early teacher intervention coupled with students proceeding at their own pace produced a result that indicated that all students had ample time for the assignment. Additional modification that addressed the need for motivation resulted in all students understanding the importance of written communication. Kirpatrick (1987) describes four logical steps to evaluation. They are reaction, learning, behavior and results.

**Reaction**

Reaction is the first evaluation step. Reaction results judge whether or not the learners liked the instructional materials. The reaction of the participants is often a critical factor in the continuance of a program. During the reaction stage, the students feelings about the lessons are measured, the degree of learning is not measured.

In summary, the students seemed to enjoy the lesson. The results of the Post Learning Questionnaire are recorded in Table 11. Once the motivational lesson was incorporated into the lesson, the students all responded that they understood why it was important to improve their writing skills. Eighteen out of twenty students found the topics interesting. The students were then asked to comment on the actual lessons. Fifteen out of twenty

Table 11

Post Learning Questionnaire Results

| Question | Field Trial Yes | No |
|---|---|---|
| 1 | 20 | 0 |
| 2 | 18 | 2 |
| 3 | 15 | 5 |
| 4 | 17 | 3 |
| 5 | 0 | 20 |
| 6 | 17 | 3 |
| 7 | 20 | 0 |
| 8 | 20 | 0 |
| 9 | 20 | 0 |
| Total | 147 | 33 |

students felt that the steps in the writing process were presented clearly and seventeen out of twenty felt that the directions were clear and concise. The students did not find grammatical errors in the assignment sheets. When asked about the actual instruction and understanding of the lesson the students reactions were very positive. When the designer asked if writing a first draft without being concerned about grammar, punctuation, or spelling helped focus their ideas, seventeen out of the twenty students answered positively. Prior to this exercise, the students rarely discussed two sides of an issue. The designer was pleased to note that all of the students felt that by following the writing process they were better able to look at both sides of the issue. All of the students felt that their was enough time to complete each part of the writing process. The reaction of the participants is often a critical factor in the continuance of a program. Based on the results of the post learning questionnaire, the designer was

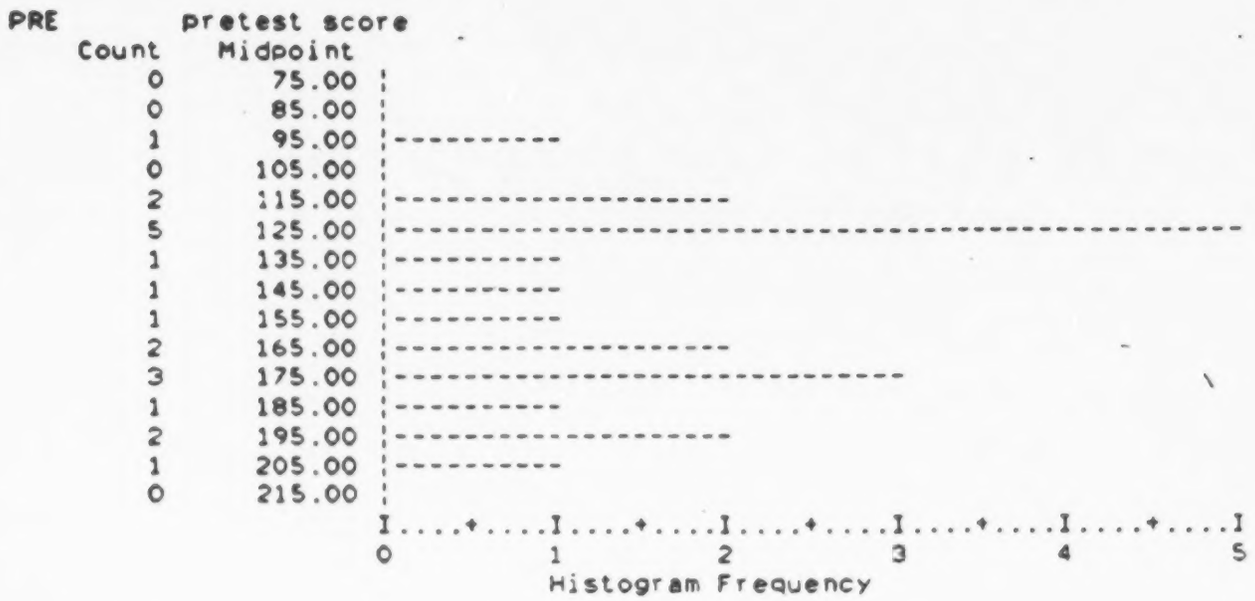
pleased to discover that the students reacted positively to the lessons and activities.

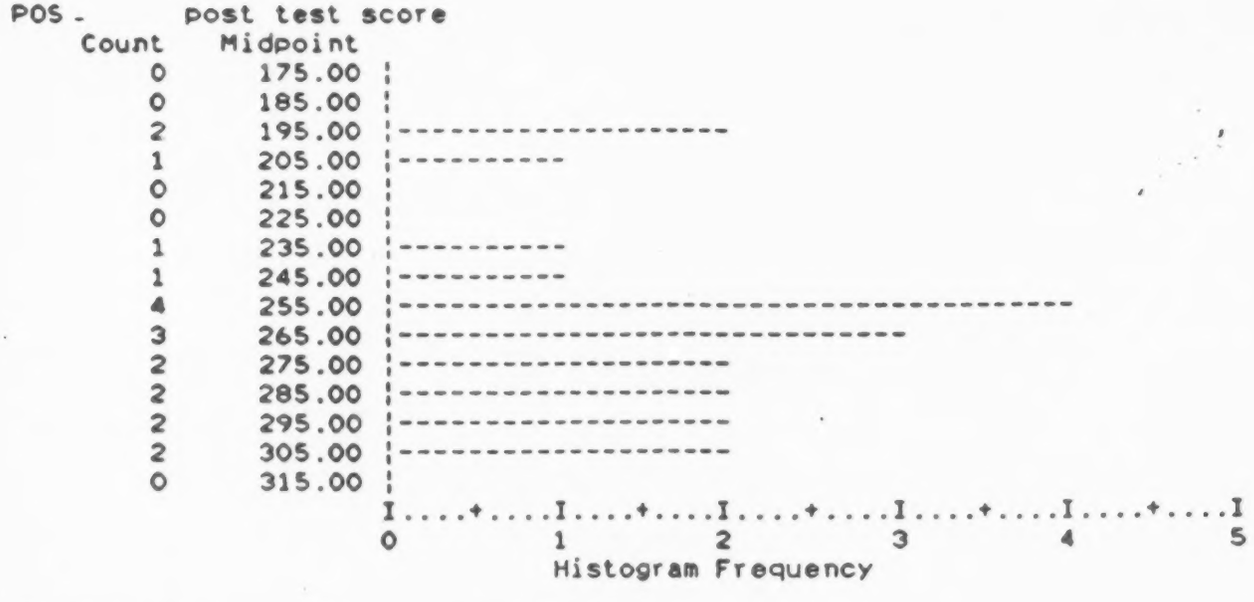
**Learning**

Favorable reaction does not guarantee that learning did take place. Even though their was a favorable reaction to the lesson, a second stage of evaluation is necessary. Learning evaluates whether or not attitudes were changed or if a new behavior results because of knowledge or skills learned. Principles, facts, techniques, and skills are measured to see if learning occurred. The results of the pretest and post test are shown in Table 12. The results indicate that learning did occur. The post-test scores are expected to be 80% or greater, but as indicated in Table 12 the scores ranged from 59 percent to 93 percent. Although the majority of the post test scores were lower than expected, all of the students showed a significant increase in score. All of the students failed the pretest which confirmed their inability to write effectively. Ninety percent of the learners passed the post test. Although 10% failed, they showed a significant improvement from the pre to the post test. The two students that represent the 10% were absent for two day during the implementation. Figure 2 and 3 represent a histogram of the pretest and post test. Table 10 utilizes descriptive statistics to compare pretest and post test scores.

An ancillary analysis of the data received from the post learning questionnaire addresses Kirkpatrick's four levels of evaluation. The questionnaire elicited a reaction from the students as to how they enjoyed the lesson. Student's responses, as

Figure two and three represent a histogram of the pretest and post test.



reported in Chapter 5, indicated that a majority of the students enjoyed learning the writing process and were interested in learning more. The results of the post test indicated that learning had taken place. The writing process and associated activities collected and observed by the teacher indicated that the students not only understood what was taught but were able to apply it effectively. According to Kirkpatrick's forth stage of evaluation, the researcher was able to say with a high degree of certainty, that the desired lesson objectives and goals were met.

**Behavior**

Changes in self-confidence, participation, attitude towards studying, and other personality factors can be affected by a program of instruction. Kirkpatrick (1987) lists several guidelines to follow when evaluating an instructional program in terms of behavioral changes. The several guidelines are:

1. A before and after appraisal
2. Performance appraisal by the person receiving the instruction; the person's superiors; the person's subordinates; and the person's peers
3. A post-instruction appraisal
4. A control group--not receiving instruction

Changes in behavior produce results that can be measured. Changes in behavior usually take a period of about three months. Since there was no time to allow this to happen, the designer will describe those measurements. The post test should be repeated after three months of retention of the specific skills. Observations from the classroom teachers should be done on a monthly basis

along with a review of the learner's activity

**Results**

Results is a consideration of how the individual has integrated the new specific skills into the overall set of abilities he or she possesses. This part of the evaluation process is used to determine the results of the training and relate the results of the program to organizational improvement.

The designer did not conduct a results evaluation because time did not allow it. The first such evaluation should occur about three months after the post test. Expected results would be more effective writers.

## Learning Transfer

Transfer of learning included the ability to identify barriers for the learners to transfer skills to the job, select transfer strategies associated with the learners work setting, and develop a plan to implement those transfer strategies.

Beaudin (1987) suggested that the designer should identify and implement alternative strategies before instruction, during the organized learning experience, and after the learners have returned to the work environment. Broad (1987) also suggested the type of format in order to transfer learning. Prior to the instruction, Broad suggested that the learners should participate in the analysis and design phases. The designer should convey to the learners that by obtaining a valuable skill, such as writing, success and

promotions are more likely. When designing new lessons, the designer should consider developing work related projects.

## Summary

The purpose of this study was to explore the value of the writing process as a tool for teaching writing within an Introduction to Occupation class. The results of the formative evaluation and summative evaluation indicated that the writing process is an effective approach for improving the writing of students in this setting. This conclusion was reached as a result of the analysis of the statistical data compiled and the post learning questionnaire.

The results of this study have reinforced the researchers initial belief that the writing process could be used effectively in an Introduction to Occupations classroom. The approach and materials used for this study will be formalized and discussed with colleagues at departmental meetings. The materials produced will be shared among all teachers of Introduction to Occupations in East Meadow.

# CHAPTER 7

# SUMMARY AND RECOMMENDATIONS

## Introduction

This final chapter concludes with a summary of the instructional project. Recommendations by the designer may benefit other designers when extending this work to another population, or benefit other designers by providing a detailed analysis of a instructional project.

## Methods and Procedures Used

The method and procedures used for the instructional project were based on the five stages Florida State or Interservice Model of instructional systems design (ISD). The five stages used in the project were: analysis, design, development, implementation and evaluation.

### Analysis

A needs analysis, job analysis and task analysis were conducted during this stage. The instructional need was based on the feedback obtained from employers concerns about the lack of communication skills demonstrated by high school graduates. Because of the lack of appropriate existing material, the need for new instructional material was supported.

The target population was students enrolled in the course, Introduction to Occupations. The medium choice for the instructional project was printed material. The designer created a unit teaching and utilizing the writing process. The instructional goal of the writing process was divided into four main tasks, which were

further subdivided into the number of steps required to complete each task completely and accurately. The designer gathered existing literature on the writing process for analysis of its appropriateness for the target population.

A time line was developed by the designer at the beginning of the project. The project began on August 20, 1990, and ended on January 14, 1991. In order to locate any time conflicts or unnecessary interruptions, the designer developed and used PERT and Gantt chart.

The analysis stage ended with the preparation of a budget. The projected cost of implementing the instructional program was well within reasonable limits.

**Design**

Four instructional objectives were identified in the design stage to correspond with the four main tasks to write a persuasive letter. The objectives were grouped in an order that was logical for a high school student to follow. Entry behaviors were defined.

The unit was designed to take nine eighty-nine minute sessions. The lesson plans including method and media was written.

Test items were developed during the design stage. The instructional materials contained a pretest, two essay topics, and a post test.

The designer decided to use both formative and summative evaluation. A Post-learning questionnaire was included in the evaluation

**Development**

The development of the lessons was based on individualized and group instruction. As the lessons were being developed the

designer consulted with other teachers and incorporated suggestions that were offered.

The pretest, activities, post test, post-learning questionnaire and follow-up questionnaire were written. The lessons were designed to encourage feedback from the teacher and other students whenever possible. This was beneficial for all students. The lessons were reviewed for accuracy of content and mechanics. Thirty-three copies of the materials were produced.

**Implementation**

At the end of the development stage, the designer conducted a formative evaluation that resulted in the revision and correction of errors. The learners used the revised materials during the implementation stage. Twenty copies of the materials were produced. The students were given a topic to write about. The writing process was broken down into four stages that took nine days to complete. The students completed their writing assignments in a classroom setting during the nine days.

Implementation required putting the instructional program in to process. Using the writing process the students were required to write a persuasive essay. During this stage the designer collected data for use in summative evaluation.

**Evaluation**

During the development stage, formative evaluation was conducted. The designer used one-on-one evaluation, small-group evaluation and field trials. Mechanical problems with the instructional and learning materials were noted and revised: test results were recorded and analyzed.

Summative evaluation included the four steps of reaction, learning, behavior, and results. The designer needed to determine the value of the instruction for the target population. Test results were recorded and analyzed. A post-learning questionnaire determined attitude reactions.

Judging from the results of both forms of evaluation, the designer felt that reliability and validity measurement had been met.

## Conclusions

The designer evaluated that the learning material met the needs of the students and achieved the instructional goal. With the use of careful analysis, design, development, implementation, and evaluation techniques the instructions and activities proved to be successful for the designer as well as for the participants. The designer was able to incorporate ideas from Gagne, Ausebel, Bloom, Dick and Carey, Kirkpartick, Broad, and Beaudin, into the training program in order to expand on the levels performed to administer the training program. Positive results were obtained through the use of results, learning and behavior evaluations.

Upon completion of the activities, all of the students were enthusiastic about their success. Where none of the learners had passed the pretest, all but two passed the post test. As a result of the success of this project, the designer will try to incorporate this training program into all of her classes.

## Recommendations

1. The training program is structured so that it can be utilized by other instructors. Because of the step-by-step format, the tasks are easy to follow. Although the students were required to write a persuasive essay, this training program (the writing process) can be taught to students who are having difficulty writing reports, essays, letters, etc..

## Concluding Statement

Although the instructional design took a considerable amount of time to complete, the designer is pleased with the results. The instructional design described in this document was interesting and fun to complete. The designer believes that the discipline of a detailed instructional analysis is invaluable. Completing this project has resulted in greater insight into the learning needs of the students and greater experience in meeting those needs.

Throughout the training program I have stressed the importance of having good communication skills. As a teacher of Business Education, I realize the importance of teaching young people to write. Writing skills are critically important to school success for young people, and deemed by society as well to be of central importance.

# APPENDICES

# Appendix A

## Personal Data Questionnaire

Name_____
Date_____

Please complete this questionnaire. This questionnaire is being administered in conjunciton with course requirements for TL0651-WB, Instructional Systems Design.

1. What grade are you in?

_____ 9th _____11th
_____10th _____12th

2. Are you planning on continuing your education upon graduation from High School?
_____ Yes _____ No

3. Which career would you be interested in persuing after graduation from High School?

_____
_____
_____

4, Do you feel that you have the necessary skill that are needed to be successful in the work place?
_____ Yes _____ No

5. What skills do you feel are necessary for employment?
_____
_____
_____

7. Which skills do you want to imporove upon before entering the work force?
_____
_____

8. Do you feel confident about your writing skills?

_____ Yes _____ No

9. Would you like your teachers to spend more class time on improving writing skills?

_____ Yes _____ No

10. What are some of your goal upon compltion of High School?
_____
_____
_____

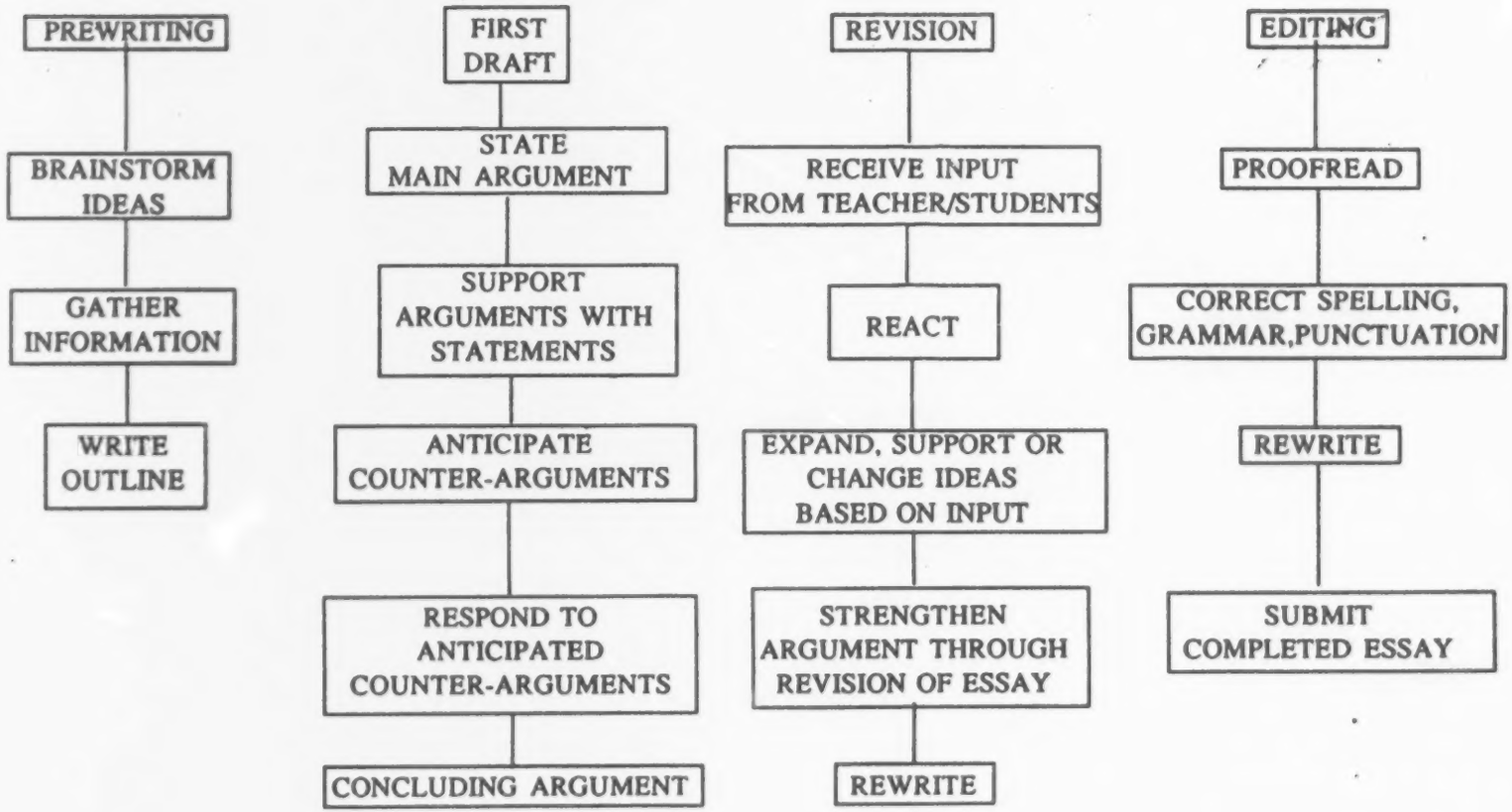
Thank you for cooperating in completing this questionnaire.

# Appendix B

## Task Analysis

## TA. .

**Students will be able to write a persuassive essay**



## Persuasive Letter - The Writing Process

1.0 Read Article
- 1.1 Identify reasons that employers value writing

2.0 Complete Prewriting Exercises
- 2.1 Brainstrom ideas
- 2.2 Gather information
- 2.3 Write outline

3.0 Write First Draft
- 3.1 State Main Argeument
- 3.2 Support arguments with statements

4.0 Make Revision
- 4.1 Receive input from teacher/students
- 4.2 React
- 4.3 Expand, support or change ideas based on input
- 4.4 Strengthen argument through revision of essay
- 4.5 Rewrite

5.0 Editing final copy
- 5.1 Proofread
- 5.2 Correct spelling, grammar, punctuation
- 5.3 Rewrite
- 5.5 Submit completed essay

# Appendix C

## Prerequisite Skills Survey

Name_____Date_____
Grade_____

Please complete this questionnaire in order to provide data regarding writing ability. This questionnaire is being administered in conjunction with course requirements for TL0651-WB, Instructional Systems Design.

1. Do you feel that you have the necessary writing skills needed to obtain a job upon graduation?
_____ Yes _____ No

2. Are you presently working on improving your writing skills in other courses? If yes, which course?
_____
_____
_____

3. Are you currently working? If so what is you position?
_____Yes Position_____

_____ No

4. If you are currently working, does your job require alot of writing?
_____ Yes _____ No

5. Can you operate an Apple IIe computer?

_____ Yes _____ No

6. Can you utilize the Appleworks wordprocessing program to generage a letter?

_____ Yes _____ No

5. Check any of the following skills that you feel that you would like to improve upon.

Spelling _____

Grammar _____

Punctuation _____

Organization of ideas _____

Structure _____

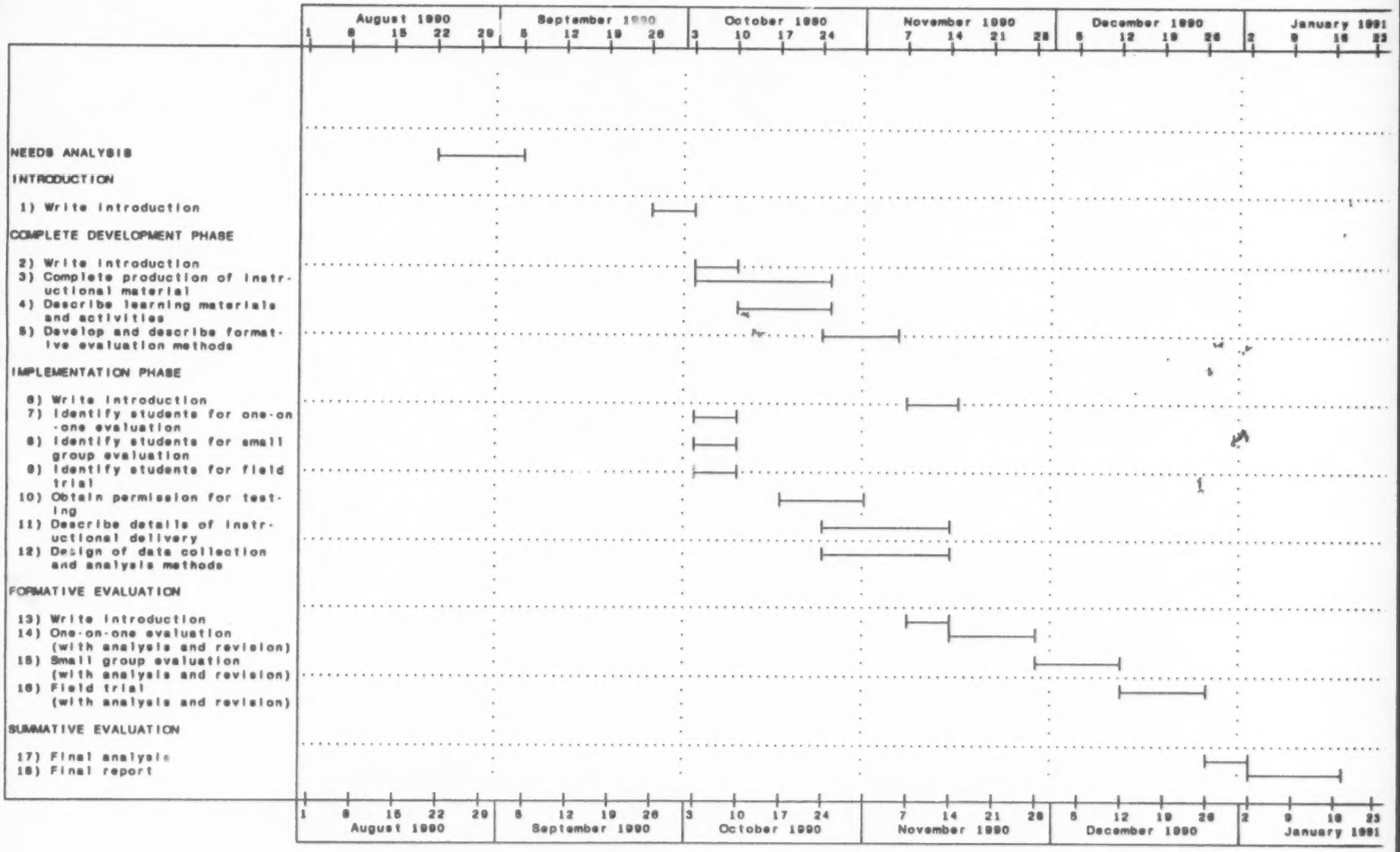
Thank you for cooperating in completing this questionnaire.

# Appendix D

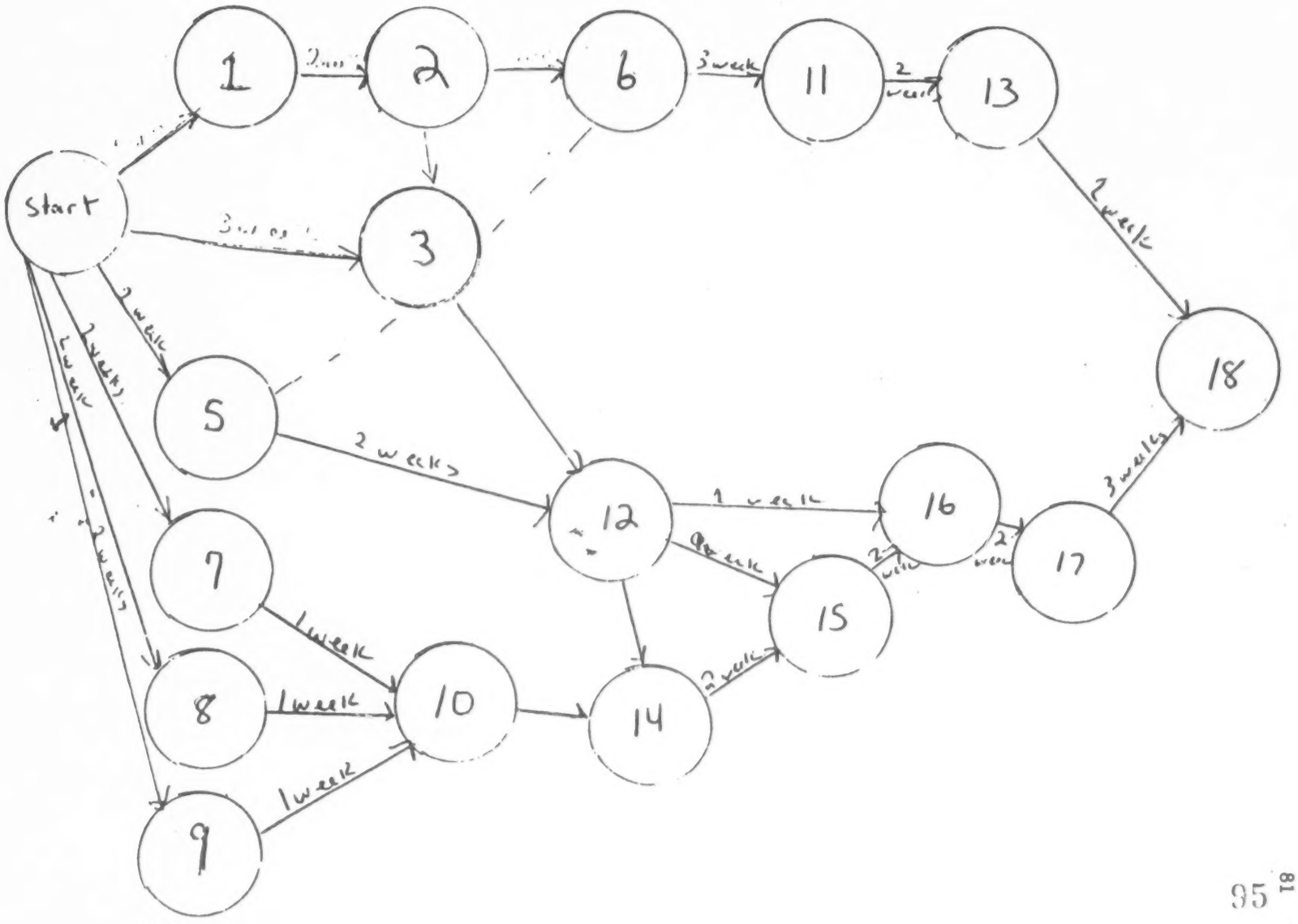
## Project Planning

March 19, 1991

PROJECT SCHEDULE



# PERT CHART



# Appendix E

## Group and Sequence Objectives

## Persuasive Letter - The Writing Process

Lesson 1- Forty minutes
1.0 Read Article
  1.1 Identify reasons that employers value writing

Lesson 2- Forty minutes
2.0 Complete Prewriting Exercises
  2.1 Brainstrom ideas
  2.2 Gather information

Lesson 3 - Forty minutes
  2.3 Write outline

Lesson 4 - Forty minutes
3.0 Write First Draft
  3.1 State Main Argeument
  3.2 Support arguments with statements

Lesson 5 - Forty minutes
4.0 Make Revision
  4.1 Receive input from teacher/students
  4.2 React
  4.3 Expand, support or change ideas based on input
  4.4 Strengthen argument through revision of essay
  4.5 Rewrite

Lesson 6 - Forty minutes
5.0 Editing final copy
  5.1 Proofread
  5.2 Correct spelling, grammar, punctuation

Lesson 7 - Forty minutes
  5.3 Rewrite
  5.5 Submit completed essay

## OBJECTIVE 1.0 - PREWRITING

| | | |
|---|---|---|
| **Information** | - | Prewriting is used to generate ideas about a given topic prior to the first draft. |
| **Examples** | - | A student thinks about possible advantages and disadvantages before deciding upon whether to cut a class. The list of advantages and disadvantages is a prewriting activity called brainstorming. |
| **Practice Item** | - | Convince your parents to allow you to have a party while they are away for the weekend. |
| **Feedback** | - | Possible answers are provided for above practice prewriting activity. |

## OBJECTIVE 1.3 - WRITE OUTLINE

| | | | |
|---|---|---|---|
| **Information** | - | An outline is used to assist in the development of a persuasive essay. | 85 |
| **Example** | - | A student identifies 3 major arguments and supporting factors for each argument. | |
| **Practice Item** | - | A student writes an outline for a persuasive essay convincing parents to allow him/her to have a party at home without supervision. | |
| **Feedback** | - | Sample outline for above practice will be given to students providing a model of a correct outline. | |

## OBJECTIVE 2.0 - FIRST DRAFT

86

**Information** - When writing a first draft for a persuasive essay, be sure to write all ideas, supporting arguments, and responses to counter arguments without regard to correctness of spelling, grammar, and punctuation.

**Example** - A person writes a first draft of a letter of application to persuade a perspective employer to grant a job interview. Letter includes major reasons and supporting arguments without regard to form.

**Practice Items** - Write a first draft which will include arguments for convincing your parents to allow you to have a party at your home without supervision.

**Feedback** - Teacher comments on above practice essay.

## OBJECTIVE 3.0 - REVISION

| | | | |
|---|---|---|---|
| **Information** | - | Revision is the process of making significant changes to the first draft based upon the need for expansion, clarification or further support of ideas. | 87 |
| **Example** | - | A person re-writes a cover letter after several rejections. | |
| **Practice Item** | - | Students are given back the first draft of their persuasive essay on convincing their parents to allow them to have an unsupervised party and are asked to make revisions according to teacher's comments. | |
| **Feedback** | - | Teacher reviews revisions of above persuasive essay. | |

## OBJECTIVE 4.0 - EDITING

| | | | |
|---|---|---|---|
| **Information** | - | The final stage of the writing process is the correction of all spelling, punctuation and grammatical errors. | 88 |
| **Example** | - | A person edits a letter prior to mailing it. | |
| **Practice Items** | - | Students make all spelling, punctuation, and grammatical corrections from their revised copy of their persuasive essay. | |

## METHODS/MEDIA

### Lesson 1.0 - Prewriting

| | |
|---|---|
| **Information Presentation:** | Make a presentation - explain brainstorming techniques, explain advantage of brainstorming. |
| **Student Practice:** | Given a topic for a persuasive essay, students will generate a list of ideas related to the topic. |
| **Feedback:** | Students will be given a list of possible ideas generated from the topic. |

## METHODS/MATERIALS

### Lesson 1.3 - Write Outline



| | |
|---|---|
| **Information Presentation:** | Make a presentation. Explain and demonstrate an acceptable outline format. |
| **Student Practice:** | Given a persuasive essay topic, students will write an outline. |
| **Feedback:** | Students will be given an example of an outline in proper format. |

## Lesson 2.0 - First Draft

| | |
|---|---|
| **Information Presentation:** | Guided student study - Demonstrate how to write a first draft of an essay. |
| **Student Practice:** | Given a persuasive topic, the students will write a first draft. |
| **Feedback:** | Teacher comments suggesting possible revisions to first draft. |

## METHODS/MATERIALS

### Lesson 3.0 - Revision

| | |
|---|---|
| **Information Presentation:** | Guided Student Study - Demonstrate the process of expanding, clarifying and changing the first draft. |
| **Student Practice:** | Given a first draft, students make changes to provide further support to the central argument in the persuasive essay. |
| **Feedback:** | Teacher provides comments on strength of student revisions. |

## METHODS/MATERIALS

### Lesson 4.0 - Editing

| | |
|---|---|
| **Information Presentation:** | Make a presentation on common spelling, punctuation and grammatical errors. |
| **Student Practice:** | Given a completed revised persuasive essay, students make all spelling, punctuation and grammatical corrections. |
| **Feedback:** | Teacher hands back corrected edited copy. |

# Appendix F

## Pretest, Progress Checks, Post Test

Pretest

Directions - Write a composition in which you try to persuade your teacher to agree with your opinion about the situation described below. Read all the information carefully before you start to write.

The situation: You want your teacher to eliminate the final exam at the end of the year.

Your task: Write a composition in which you persuade your teacher to eliminate the final exam. Give at least 5 reasons why you think she should eliminate the exam and at least 4 counter arguments. Explain each reason

## Progress Checks

| TASK | Good | Fair | Poor |
|---|---|---|---|
| **PREWRITING** | | | |
| 1. Outline contained ideas from brainstroming list. | | | |
| **FIRST DRAFT** | | | |
| 1. Included main arguments. | | | |
| 2. Main arguments supported with statements. | | | |
| 3. Included anticipated counter-arguments. | | | |
| 4. Included responces to anticipated counter-arguments. | | | |
| 5. Contained concluding argument | | | |
| **REVISION** | | | |
| 1. Writer expnaded, supported or changed ideas based on input. | | | |
| 2. Arguments were strengthened through revision | | | |
| **EDITING** | | | |
| 1. Essay contained correct spelling, punctuation, and grammar. | | | |

Post-test

Directions - Write a composition in which you try to persuade your teacher to agree with your opinion about the situation described below. Read all the information carefully before you start to write.

The situation: You want you school district to give school credit whenever the student masters the goals of the course whether it takes three months or two years.

Your task: Write a composition in which you persuade you principal to eliminate required coursed if the student proves that he has already mastered the subject. Give at least 5 reasons why you think the policy should be changed and at least 4 counter arguments. Explain each reason.

# Appendix G

## Materials Developed For This Project

# PART II

## The Skills Employers Want

Many employers say that the most important skills for any employee are the academic triumvirate—reading, writing and computation. With increasing regularity, employers are telling the media, "Give me people who can read, write, and do simple math and I'll train them for the jobs I have available." But probing further, one finds that employers want good basic academic skills *and much more.*

Employer complaints focus on serious deficiencies in areas that include problem solving, personal management, and interpersonal skills. The abilities to conceptualize, organize, and verbalize thoughts, resolve conflicts, and work in teams are increasingly cited as critical.

Their concern is driven by the most compelling of circumstance—economic need. Competitive challenges are forcing employers to adopt an array of competitive strategies that can only be successfully implemented by an innovative and flexible workforce.

Beneath the surface comments about basic skills deficiencies lie employer concerns that they will not be able to achieve their competitive goals with their existing workforce. That they will not be able to successfully integrate new technology or sophisticated production processes. That basic workplace skills deficiencies are beginning to affect their bottom line.

So what are the skills—these basic workplace skills—that employers want? They certainly include basic skills associated with formal schooling. But academic skills such as reading, writing and arithmetic comprise just the tip of the iceberg.

Employers want employees who can learn the particular skills of an available job— who have "learned how to learn."

Employers want employees who will hear the key points that make up a customer's concerns (listening) and who can convey an adequate response (oral communications).

Employers want employees who can think on their feet (problem-solving) and who can come up with innovative solutions when needed (creative thinking).

Employers want employees who have pride in themselves and their potential to be successful (self-esteem); who know how to get things done (goal setting/motivation); and who have some sense of the skills needed to perform well in the workplace (personal and career development).

Employers want employees who can get along with customers, suppliers or co-workers (interpersonal and negotiation skills); who can work with others to achieve a goal (teamwork); who have some sense of where the organization is headed and what they must do to make a contribution (organizational effectiveness); and who can assume responsibility and motivate co-workers when necessary (leadership).

This is a prescription for a well-rounded worker who has acquired a number of discrete skills and who has the capability to acquire more sophisticated skills when necessary.

## The Foundation: Knowing How to Learn

The accumulation of knowledge in our society is respected and encouraged. But rarely do we, as children, learn the principles that prepare us to absorb and apply information effectively.

**Knowing how to learn** is the most basic of all skills because it is the key that unlocks future success. Equipped with this skill, an individual

From the employer's perspective, an employee who knows how to learn is more cost-effective because time and resources spent on training can be reduced. Employers recognize that long-term relationships with employees are the most cost-effective; therefore, employee ability to adapt to company needs through retraining programs becomes crucial as technology creates shifts in job market demand and job content. Employers see the skill of knowing how to learn as the key to retraining efforts.

But most important, the employees who know how to learn can greatly assist an employer in meeting its strategic goals and competitive challenges, by more efficiently applying new knowledge to job duties and tasks.

Productivity, innovation, and competitiveness all depend on developing the learning capability of the workforce. Machinery and processes are transferable from company to company and country to country. But it is the application of human resources to technology and systems that provides the competitive edge.

# Competence: Reading, Writing and Computation

Basic academic skills—reading, writing and computation- have long been revered as the keys to success in society and the workplace. In theory these skills have been essential, but in practice workers have often succeeded because of "a strong back and willing hands."

The workplace of the past was one where those with limited academic achievements could succeed. Jobs often required going through the motions of a regularized process or repetitive interaction with machines. In that workplace, illiteracy and innumeracy could be hidden or ignored.

But today's workplace is one that increasingly involves interaction with sophisticated, computerized machinery that requires good reading skills for efficient use. The introduction of approaches such as statistical process control (SPC) demand higher mathematical skills. And writing is frequently the first step in communicating with customers, interacting with machines, documenting competitive transactions, or successfully moving new ideas into the workplace.

America is fortunate in that the vast majority of our workers are literate and numerate. But frequently, employees cannot use these skills effectively in the workplace. Sometimes it is because they are "rusty" and are called upon to use mathematical principles they haven't used for 20 years or so. Sometimes it is because skills must be used in a different context than originally learned. Sometimes, the base knowledge is there but there is no understanding of how to expand and apply it. All of these problems create the need for employer-provided training in reading, writing, and computation.

The challenge of providing traditional academic skills in the workplace is one that can be met by using an applied approach to basic workplace skills training, using or adapting materials and concepts that are job-based.

This requires an awareness that sometimes the intended use of a skill makes that skill more complex. For example, traditional classroom reading instruction is designed to teach discrete reading skills, in isolation, for the purpose of increasing a student's ability to follow directions or internalize data for future recall. For this reason, even some students who master reading in an academic setting are not prepared for the way they will use the skill in the workplace.

Reading tasks on the jobs are different. They require the reader to be analytical, to summarize information, and to monitor one's own comprehension of the reading task. This is an interpretive approach that requires the reader to have active involvement with the reading task. From the employer perspective, basic training in reading should focus on teaching reading processes for locating information and for using higher level thinking strategies to solve problems.

Listening skills curricula should also simulate actual workplace experiences and assist trainees to understand how listening style affects the transmission and receipt of information. Instruction should focus on the five listening skills that are critical for workplace success: listening for content; listening to conversations; listening for long-term contexts; listening for emotional meaning; and listening to follow directions.

Employees who lack proficiency in oral communication and listening skills are handicapped as to their learning and communicating abilities, and their personal and professional development. Business leaders estimate that deficiencies in these skills cost employers millions each year in lost productivity and errors.

Communication is central to the smooth operation of a competitive venture. Communications skills are at the heart of getting and keeping customers. Pitching innovation, contributing to quality circles, resolving conflict and providing meaningful feedback all hinge on oral communication and listening skills.

# Adaptability: Creative Thinking and Problem-Solving

An organization's ability to achieve its strategic objectives often depends on how quickly and effectively it can transcend barriers to improved productivity and competitiveness. These pressures put creative thinking and problem solving at a premium—at all levels of an organization.

Problem solving skills include the ability to recognize and define problems, invent and implement solutions, and track and evaluate results. Cognitive skills, group interaction skills, and problem-processing skills are all crucial to successful problem solving. Workplace training programs in problem solving simulate real problems and are keyed to the organization's goals.

New approaches to problem solving, organizational design, or product development all spring from the individual capacity for creative thinking. In the workplace, creative thinking is generally manifested as creative problem solving or creative innovation. Often a group activity, creative problem solving is characterized by effective teamwork, the examination of problems in new ways, and the invention of new solutions to existing problems. Either an individual or group activity, creative innovation refers to the development of new activities that expand markets, and improve such elements as productivity.

Training in creative thinking is designed to expand the thinking processes of trainees, to allow trainees to escape from logical and sequential thought patterns. For example, exercises to promote divergent thinking (finding connections between seemingly unrelated ideas) might be conducted. Most training in creative thinking involves problem solving, personality awareness and development, and group teambuilding activities.

An organization's ability to achieve its strategic objectives often depends on the problem-solving and creative-thinking skills of its workforce. Unresolved problems create dysfunctional relationships in the workplace. Ultimately, they become impediments to flexibility and to dealing with strategic change in an open-ended and creative way. Creative solutions help the organization to move forward toward its strategic goals.

indicate successful job transitions and effective training experiences.

Unfortunately, the educational system provides little formal training in defining career direction and identifing the education and training needed to achieve career goals. Consequently, many people enter the workforce with little understanding of these skills and react to job opportunities as they surface. This patchwork-quilt approach to career development, which worked well in a time when employees could reasonably expect a long-term career with one employer, is no longer viable.

Training in personal and career development skills includes providing employees with techniques for understanding and expanding their skills inventories, career planning, and career management. Goal setting is important as is structuring individual career progression models that explore the training and educational preparation needed to meet career goals. Importantly, training should be complemented by on-going counseling and by the organization's clearly articulated support of potential career paths for individual jobs.

Organizations have traditionally viewed the skills of self-esteem, goal setting/motivation, and personal/career development as those an individual should acquire outside the workplace. But the demands of today's evolving workplace are influencing employers to recognize that they must look beyond providing occupation-specific skills. They must include training in the more intangible skills that together make a productive and competitive workforce.

# Group Effectiveness: Interpersonal Skills, Negotiation, and Teamwork

In the past two decades, there has been a tremendous increase in the use of teams in the workplace. The team approach has been linked conclusively to higher productivity and product quality, as well as to increased quality of worklife. Change strategies are usually dependent upon the ability of employees to pull together and refocus on the new common goal.

Whenever people work together, successful interaction depends upon effective interpersonal skills, focused negotiation, and a sense of group purpose. The quality of these three factors defines and controls working relationships.

**Interpersonal skills** training is directed toward assisting the employee to recognize and improve the ability to judge and balance appropriate behavior, cope with undesirable behavior in others, absorb stress, deal with ambiguity, listen, inspire confidence in others, structure social interaction, share responsibility, and interact easily with others.

Such skills are essential to successful **negotiation**. Conflicts, both major and minor, are a fact of worklife. They can sap productivity and short-circuit strategic plans.

The key to diffusing potential conflict situations is to enhance employee negotiating skills at all levels.

Training in this skill includes techniques for separating people from the problem, focusing on interests not positions, inventing options for mutual gain, and insisting on the use of objective criteria. It also relies on a sound base of interpersonal skills and a clear understanding of the approach demanded by the circumstance.

Interpersonal and negotiation skills are the cornerstones of successful **teamwork**. Teams are organized in the workplace so that appropriate talents and skills can be directed through

**FIGURE 3**

**WORKPLACE BASICS: A CHECKLIST**

- ☐ Learning to Learn
- ☐ 3 R's (Reading, Writing, Computation)
- ☐ Communication: Listening & Oral Communication
- ☐ Creative Thinking/Problem Solving
- ☐ Self-Esteem/Goal Setting-Motivation/ Personal & Career Development
- ☐ Interpersonal/Negotiation/Teamwork
- ☐ Organizational Effectiveness/Leadership

to influence his or her work group and to provide a vision of what the organization as a whole or the specific task at hand requires. Leadership skills are necessary, therefore, for every level of the organization from the chief executive to the line worker.

Leadership skills training for the average employee includes the following components: how to understand the organization's strategies and tactics for achieving goals; leadership as an exchange process between leaders and followers; situational approaches for the task-centered leader; strategies for sound decision-making; developing and communicating a vision; influencing the behavior of others; and the importance of projecting emotional stability.

To compete in world markets, employers need employees who can operate effectively within the parameters of their organization, assume responsibility willingly, and motivate coworkers toward exemplary performance. These skills—once identified with the "fast track"—are now basic ingredients.

Activity Two

Directions: Write a composition in which you try to persuade your parents or guardian to agree with your opinion about the situation described below. Read all the information carefully before you start to write.

The situation - You want to have a party for your friend at your home.

Your Task - Write a composition in which you persuade your parents or guardian to let you have a party at your home. Give reasons why you should be allowed to have this party. Explain each reason.

| List the reasons why your parents should not allow you to have a party | List possible Counter arguments |
| --- | --- |
| | |

# Appendix H

## Lesson Plans

LESSON PLAN - Pre Test -Day One

Topic: Persuasive Writing

Objective: From a persuasive essay assignment, the student will be able to write a persuasive essay in 40 minutes.

Assignment:

Given a a persuasive essay assignment, the students will write an essay that would convince their teacher to not give a final exam.

LESSON PLAN - Day Two

Topic: Persuasive Writing

Objective: Given an article titled The Skills Employees Want. The students will be able to identify three reasons why employers value good writers.

Assignment: Read article The Skills Employers Want.

LESSON PLAN - Day Three

TOPIC: Persuasive Writing

OBJECTIVE: Given a persuasive essay assignment, the students will brainstorm a list of ideas in support of their arguments and a list of counter arguments.

LESSON PRESENTATION

1. Elicit from class a list of a minimum of 10 arguments to persuade parents to agree to the party. (Brainstorm)

2. Elicit a second list that would identify parental reasons for rejection of the proposal.

3. Have the students fill out the brainstorming sheet as ideas are presented.

ASSIGNMENT/APPLICATION

Given a persuasive essay assignment, students will complete a sheet labeled Activity Two (Attached)

Lesson Plan - Day Four
TOPIC: Persuasive Writing

OBJECTIVE: From the previous days assignment, students will write an outline for their persuasive essay to the teachers satisfaction.

LESSON PRESENTATION

Explain that an outline contains:
- explanation of request
- reasons with supporting statements
- anticipation of counter arguments
- concluding paragraph.

ASSIGNMENT

Have students write an outline.

LESSON PLAN - Day Five

TOPIC: Persuasive Writing

OBJECTIVE: Using the brainstorming results and the outline developed, students will write their first draft.

LESSON PRESENTATION: Explain the parts of an essay

First part - Introductory Paragraph states the essays purpose

Second part - Body states the main arguments and supporting statements for the central theme of the essay, and anticipates counter arguments.

Third part - Concluding paragraph will restate the essay's purpose.

ASSIGNMENT

Write a first draft of a persuasive essay that will convince your parents to allow you to have a party without their supervision.

LESSON PLAN - Day Six

TOPIC: Persuasive Writing

OBJECTIVE: After writing a first draft, students will be ale to utilize peer conference to revise their essay.

LESSON PRESENTATION

Students will be placed in groups of three. Each group member will read their essay and receive input from the other group members for the purpose of expanding clarifying, and strengthening the persuasive argument.

ASSIGNMENT

Students will rewrite essay.

LESSON PLAN - Day Seven

TOPIC: Persuasive Writing

OBJECTIVE: Given teachers comments, the student will revise their essay and produce a second draft.

ASSIGNMENT: Revise essay based upon peer conferencing, teachers comments, and teacher-student conference.

LESSON PLAN - Day Eight

TOPIC: Persuasive Writing

OBJECTIVE: After second draft, the student will be able to correct mechanical errors and produce a final copy of the essay.

LESSON PRESENTATION

Teacher will review identified weaknesses in punctuation, grammar and spelling. Students will proofread their essays and ask one other student to proofread.

ASSIGNMENT

Edit essay and produce a final edited version of the persuasive essay.

# Appendix I

## Post Learning Questionnaire

ATTACHMENT

POST LEARNING QUESTIONNAIRE

| | No | Yes |
|---|---|---|
| 1. I now understand why good writing skills are necessary for employment. | _____ | _____ |
| 2. I found the essay topics interesting? | _____ | _____ |
| 3. Were the steps of the writing process clearly presented in the lessons? | _____ | _____ |
| 4. The directions were clear and concise? | _____ | _____ |
| 5. Were there any grammatical errors in the assignment sheets? | _____ | _____ |
| 6. Did the writing process help you generate ideas? | _____ | _____ |
| 7. Did writing a first draft without being concerned about grammar, punctuation, or spelling, better focus your ideas. | _____ | _____ |
| 8. Did the counter-argument requirement enable you to look at both sides of the issue? | _____ | _____ |
| 9. Did you feel that there was enough time to complete each part of the writing process? | _____ | _____ |

OTHER COMMENTS

| | | |
|---|---|---|
| 10. Did you like learning about the writing process? | _____ | _____ |
| 11. Do you like the way your teacher taught this topic? | _____ | _____ |
| 12. Do you think that it is important to study this topic in school? | _____ | _____ |
| 13. Would you be interested in learning more to improve your writing? | _____ | _____ |

# Appendix J

## Guideline Checklist

## Project Evaluation Form

Student Number _____
Pre/Post Test _____

| Category | Weighing Factor | Max Score | Score 1 | Score 2 | Actual Score | Actual Score | Average Score |
|---|---|---|---|---|---|---|---|
| Words spelled correctly | 4 | 16 | | | | | |
| Words are capitalized | 4 | 16 | | | | | |
| Form of writing is appropriate | 7 | 28 | | | | | |
| Writing is grammatically correct | 5 | 20 | | | | | |
| Evicence of supporting statements | 9 | 36 | | | | | |
| Number of words exceeds 75 | 6 | 24 | | | | | |
| Writing is properly punctuated | 5 | 20 | | | | | |
| Composition contained | | | | | | | |
| an effective introduction | 8 | 32 | | | | | |
| an effective body | 8 | 32 | | | | | |
| an effective conclusion | 8 | 32 | | | | | |
| Contained counter arguments | 9 | 36 | | | | | |
| The overalll composition was effective | 10 | 40 | | | | | |

Notes - Score 1; Score assigned by Teacher A using Subjective scoring system
- Score 2; Score assigned by Teacher B using Subjective scoring system
- Weighing Factor 1-10; highest ranking indicated greatest importance
- Score 0= non-existent, 1= poor, 2=average, 3= good, 4= excellent
- Maximum Score = 332
- Actual Score = Score x Weighing Factor



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